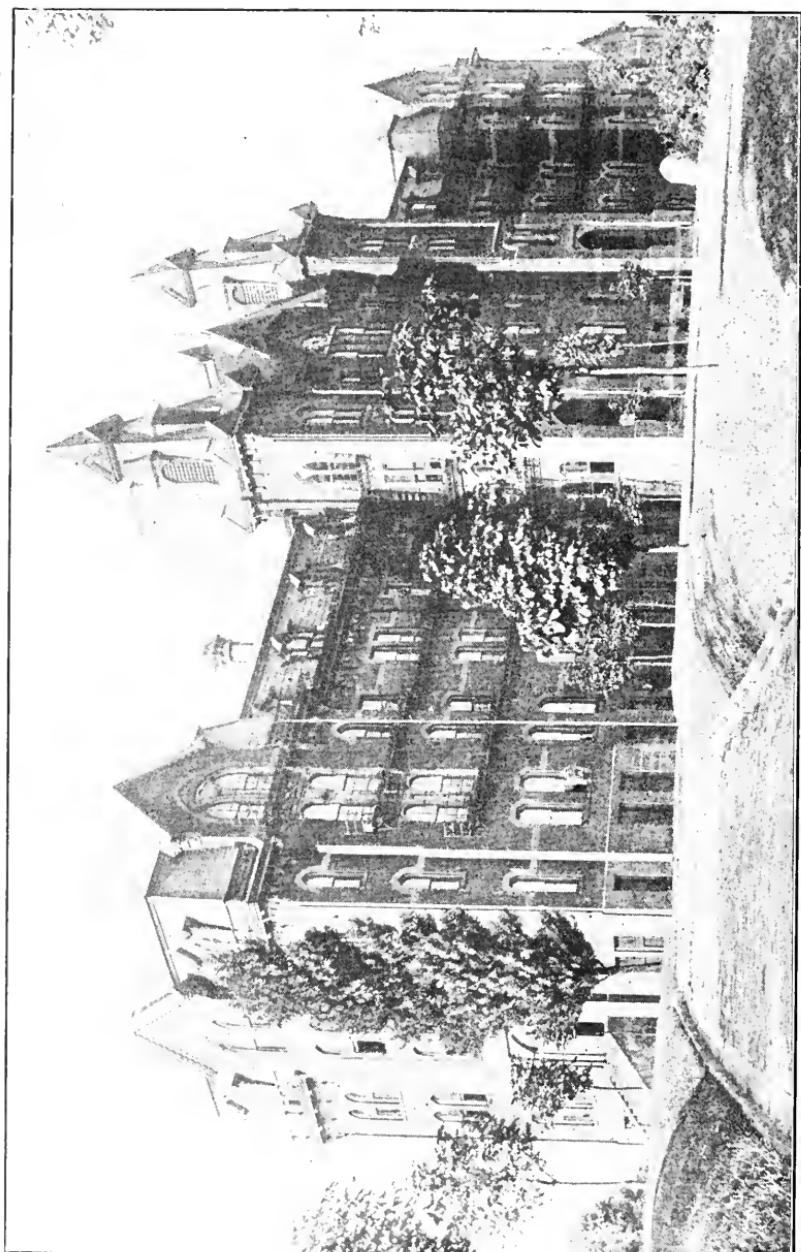


PAUL B. PITKIN

Fifty Years of Buchtel



"OLD BUCHTEL"

FIFTY YEARS
of
BUCHTEL
(1870—1920)

*Published under the Auspices
of the Buchtel College
Alumni Association*

A. I. SPANTON, '99
Editor

AKRON, OHIO

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PREFACE

THE original plan was to publish this History in the spring of 1920, coincident with the celebration of the semi-centennial of the founding of Buchtel College. This could not be done, however, owing to the fact that several chapters were not completed in time; and it has not been possible to publish the History until now.

This leads us to say a word about the general plan of the writing of the book. As soon as the decision was made to publish a history of the College, it was agreed to have an editor-in-chief who should have charge of the general planning and supervision, and to ask different alumni and others to contribute the several chapters. This method has been followed. Such an arrangement has both advantages and disadvantages. The result is likely to be a gain in interest and variety, but at the sacrifice of unity and completeness. It is the hope of the editor that in this case the gain will more than compensate for the loss.

The work of the editor has been to plan the volume—its contents, scope, and arrangement; to write Chapters I and II and portions of several other chapters, especially VIII, XI, XIV, and XVIII; and to revise, as might seem needful, all material contributed by others. In exercising this last-mentioned function, he has aimed to avoid the Scylla and Charybdis both of too much and of too little revision. He has left the material, as far as possible, in the form handed in, in order that interference with the individual styles and points of view might be at a minimum. At the same time he has not hesitated to exercise to the full his editorial liberty; but has used the editorial shears generously, adding, subtracting, rearranging, and in other ways changing the material, whenever it

seemed desirable to do so. Some chapters appear almost without change; others have been modified but slightly; some have been thoroughly revised.

The editor desires to express here his very sincere thanks to all who have contributed to the History. Where so many have helped, it may seem in bad taste to make special mention of any. "Comparisons are odorous!" as the stupid Dogberry brilliantly blundered. Yet it is but just to mention particularly C. R. Olin, '85, secretary of the University, who not only has contributed Chapters V and XII, but has been constant in his readiness to furnish facts and figures to other contributors; Mrs. Susie Chamberlain Cole, a member of the first class graduated from Buctel, who has contributed portions of Chapters IV and IX, and whose intimate knowledge of the early history of the College has proved invaluable; Mrs. H. E. Simmons, '06, who, in addition to writing Chapter VII, has given cheerfully and unstintingly of her time to the task of compiling the Appendix; and, most of all, to President Parke R. Kolbe, '01, of the University, who has written Chapters X, XV, and the first part of XIX, and whose keen interest and wise counsel have been unfailing in both the initiating and the carrying out of the enterprise of publishing this History.

Credit for compiling and writing the various chapters belongs to the following persons:

- Chapters I and II—The editor.
- Chapter III—Charles B. Wright, '80.
- Chapter IV (Part I)—Mrs. Susie Chamberlain Cole, '73.
- Chapter IV (Part II)—Mary B. Jewett, '76.
- Chapter V—C. R. Olin, '85; Mrs. Lily Theiss Neal, '14.
- Chapter VI—Amelia Schoeninger, '98.
- Chapter VII—Mrs. Agnes Whiton Simmons, '06.
- Chapter VIII—Alfred Herberich, '11; the editor.
- Chapter IX—Mrs. Susie C. Cole, '73; Doctor O. E. Olin.
- Chapter X—P. R. Kolbe, '01.
- Chapter XI—Doctor C. M. Knight; the editor. (The tribute to Doctor Knight in this chapter was written by Joseph H. James, '94.)

Chapter XII—C. R. Olin, '85.

Chapter XIII—Charles L. Bulger, '08.

Chapter XIV—(This chapter was to have been written by Robert J. Osborne, '93, but serious illness, which later resulted in his death, prevented Mr. Osborne from making more than a beginning. Further material was contributed by Grover Walker, '11, and Carita McEbright, ex-'86, and the editor then completed the chapter.)

Chapter XV—P. R. Kolbe, '01.

Chapter XVI—Mrs. Lydia Voris Kolbe, ex-'03; Inez Parshall, '02; Mrs. Mary Iredell Knight, ex-'08; Mrs. Marjorie Means McNeil, '10; Karl Butler, ex-'06; Frank Wieland, '90; Rodney Sutton, '21; Howard Rohan, '10; Albert J. Froebe, '22; Lida Botzum, '10.

Chapter XVII (Part I)—Franklin G. Wieland, '90.

Chapter XVII (Part II)—Maude Herndon, '01.

Chapter XVIII—Walker Buel, ex-'11; the editor.

Chapter XIX (Part I)—P. R. Kolbe, '01.

Chapter XIX (Part II)—Joseph C. Osborne, '19.

Appendix—Mrs. Agnes Whiton Simmons, '06.

Securing material for certain chapters has been attended with unusual difficulty. At the start it was found that no copies of *The Buchtelite* from 1892 to 1904 were available, and one of the first tasks of the editor was to attempt to fill this gap. His efforts were only partially successful. One of the great needs still remaining is a complete file of *The Buchtelite* for these years. We appreciate most heartily the co-operation of all who responded to the appeal for missing numbers; particularly to Eva E. Dean, '94; Mrs. H. S. Mallory, '97; Margaret T. James, '97; and Mary L. James, '00.

As this History is intended to cover the fifty years from 1870 to 1920, and as most of it was written prior to June, 1920, the material in the various chapters does not reach beyond that date unless special mention of the fact is made.

No one can be more conscious than is the editor of the defects of this volume. As it goes to press, his feeling is that it is not so much an adequate history of the first fifty years of the College as materials to help in the making of such a his-

tory; and he hopes very earnestly that ere long someone with a keen interest in the subject, who has the necessary time to give to the task, will undertake to do with painstaking thoroughness what it has been impossible to do in the present work. Until that time comes, we trust the volume will not fail to be of real worth to all who are interested in the history of Buchtel College.

A. I. SPANTON, '99.

The Municipal University,
Akron, Ohio.

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ALMA MATER

Written by President A. B. Church

Close beside Cuyahoga's waters,
 Stream of amber hue,
O'er old Buchtel, Summit's glory,
 Waves the gold and blue.

Chorus

Hail we Buchtel! Sound her praises!
 Speed them on the gale!
Ever stand our Alma Mater!
 Buchtel, hail, all hail!

Greeks may sing of Mount Olympus,
 Jats of Punjab lore;
We will sing, in classic story,
 Buchtel evermore.

Fair the light that gilds thy homestead,
 Rich in memory's store;
Glad when Alma Mater calls us;
 Filial as of yore.

CHAPTER I

THE FOUNDING

LIKE most American colleges, Buchtel College was born of religious faith and denominational loyalty. It was the child of the Ohio Universalist Convention. Its inception was in the desire of the Universalists of Ohio for an institution in which their boys and girls might get an education beyond what the high schools furnished, and get it where their religious opinions would be no cause—as was often the case in those days—for social ostracism and unkind treatment. At first there was no thought of establishing a college, but only an academy.

During 1865 and the early part of 1866 the Universalists of Ohio contributed \$20,000 to an endowment fund of \$100,000 for Lombard College, Galesburg, Illinois. This intensified their wish for a school of their denomination in their own state. But it was not until June, 1867, at their annual convention held in Mount Gilead, Morrow County, that they took any definite step toward the founding of such a school. The Reverend Andrew Willson, chairman of the Committee on Education, reporting for that committee, spoke of the Universalist schools at Canton, New York, and Galesburg, Illinois, and then added, "But, as it is every day becoming more apparent to our minds that our young men and women need an institution nearer home, where they may receive instruction by those who are fully imbued with the spirit of our faith, your committee would therefore recommend that the Committee on Education be instructed to prepare a plan for the establishment of a State Seminary, and report the same

at the next session of the State Convention." The report was received with enthusiasm and unanimously adopted. Everybody was anxious for such a school.

At the meeting of the Ohio Universalist Convention the next year, held in Dayton, Mr. Willson offered a plan calling for a minimum of \$50,000 in pledged subscriptions before establishing the seminary. A most important question was where the school should be located. After much discussion it was agreed that, other conditions being satisfactory, it should go to the town or city subscribing the most money, but the amount subscribed must be at least \$10,000. Soon several towns were seriously thinking of securing the academy, chief among them being Oxford, Mount Gilead, and Kent.

The 1869 State Convention, meeting at McConnellsville, authorized the trustees and the Committee on Education "to proceed to establish a denominational school in the state whenever a suitable location may be secured and requisite funds pledged."

Later in the same year the Universalist General Convention met at Buffalo, New York, and, as the year 1870 was to be recognized as the centennial year of Universalism in America, it being one hundred years from the landing of John Murray, the founder of the denomination, it was resolved that \$200,000 should be raised as a permanent fund for the use of the Convention.

This fund was to be raised by a general canvass among the Universalist people throughout the United States, but as the state of Ohio was already committed to the work of founding a school, it was agreed that Ohio should not be canvassed for this permanent fund, but that the school founded by the Ohio Convention in 1870 should be considered its centennial offering to the denomination. This explains the meaning of the legend on the cornerstone which can be seen in the vestibule of Buch-

tel Hall, upon which is inscribed, "The Centenary of Universalism in America, 1870."

At a convention held in Springboro, Ohio, in November, 1869, the trustees of the Ohio Convention employed the Reverend Henry F. Miller, then of Dublin, Indiana, to undertake the work of raising \$50,000 and finding a suitable site for the location of the school. Mr. Miller entered upon his new duties January 1, 1870. The work went forward rapidly. In a few months he had secured the requisite pledges, had looked over the field thoroughly, and had determined to recommend Mount Gilead as the most desirable location. Greatly pleased with the outlook, he decided to call a meeting of the trustees and the committee in Columbus to take final action.

That Buchtel College was located in Akron must be credited largely to three men: the Reverend Andrew Willson, the Reverend H. L. Canfield, and John R. Buchtel. The leading rival of Mount Gilead had been Kent. Mr. Willson, pastor of the Universalist Church there, strongly desired to secure the school for his home town. Mr. Miller visited Kent, looked over the field, consulted with prominent individuals in and out of the church, found a great deal of interest manifested in the proposed enterprise, and in many ways was favorably impressed, but unfortunately the town in those years had the unpleasant reputation of being an unhealthy place because of malaria and typhoid fever, and there was so much opposition to the town as a site for the school on this account that all ideas of locating it there had to be abandoned.

Then it was that Mr. Willson resolved to use all his influence to bring the school to Akron. There were a few Universalist families residing in Akron, but no Universalist church. Mr. Willson conceived the idea of locating the school in Akron and using its chapel, when it should be erected, as a place for holding religious services with a view to the organiza-

tion of a church. He brought Mr. Miller to Akron and together they interviewed various parties in the interest of their school, among others, John R. Buchtel. They received, however, little encouragement, learning that Mr. Buchtel had already written his will in favor of the city of Akron for the founding of a free public library, and that he did not care to change his mind or alter his will. When they went away they had virtually abandoned the idea of selecting Akron as the location.

Mr. Miller then visited various other points in the state, and at last decided that Mount Gilead, in Morrow County, was the most desirable place for the school. Mount Gilead is very near the geographical center of the state, it is a healthy town, there was a Universalist church there, and the business men of the place manifested a commendable anxiety to secure the school.

How it happened that Akron instead of Mount Gilead secured Buchtel College, is best told in the modest words of the Reverend H. L. Canfield. The editor of this History wrote to Doctor Canfield—for several years ago Buchtel College honored him with the degree of D. D.—requesting some reminiscences of the early days of Buchtel. In response he received a delightful letter, written in a firm, strong hand, not in the least betraying the writer's four score years and ten. From this letter we quote, letting Doctor Canfield speak for himself of his significant visit to Akron on Sunday, January 9, 1870, and of what came of it:

"Having a Sunday that was not engaged, I wrote to S. M. Burnham, whom I had met once or twice, and asked him if I could hold a service in Akron on that Sunday. The answer was favorable, and I went. It proved to be the coldest day of a cold winter. The service was held in Empire Hall. It was not well warmed, and so, with my overcoat closely buttoned about me, and with chattering teeth, I tried to preach. I think there were eight persons present. Nothing about the sermon

pleased them so well as its ending; they did not want an evening service.

"I went to Avery Spicer's for the night. In the evening Mr. Spicer's sons-in-law, Coggeshall and Trowbridge, and their wives, were present, and I think Mr. Burnham also came in. During the evening the question of the Academy and its location was discussed, and someone suggested that the cemetery grounds which were to be vacated and from which the bodies were to be removed to the new cemetery, would be a fine site for a school-building, and someone else suggested that if John R. Buchtel could be properly approached by someone, he might be induced to take hold of an enterprise of that kind, or at least to give it substantial aid.

"So, that evening we builded a 'Castle in the air' and called it a Universalist Academy.

"My head and heart were so full of the scheme that I wrote the Reverend Mr. Miller the next morning, saying, 'Don't decide upon a location for the school till you have been to Akron again, for I am strongly of the opinion that there is something there worth looking after.' The answer came promptly that he had already issued his call for a meeting at Columbus, and that Mt. Gilead would probably be the place decided upon. 'But,' he added, 'if Akron has any proposition to make to us, let them write, or send a delegation to the meeting at Columbus.'

"Mt. Gilead was represented at that meeting by a number of her leading citizens and business men, with their ten-thousand-dollar pledge and their confident expectation of securing the school for their town. The result of the meeting was a vote to defer a final decision until Mr. Miller and the committee had visited Akron again.

"The committee were favorably impressed with what they saw and heard in Akron, and Mr. Miller, learning that John R. Buchtel had a warm personal friend in the Reverend George Messenger, a retired Universalist clergyman of Springfield, Ohio, visited Mr. Messenger, interested him in the school project, and induced him to write to Mr. Buchtel, urging favorable consideration of the matter. The result of it all was that Mr. Buchtel became thoroughly interested and decided to revoke his will and devote at least a portion of his means to the building of the school.

"Hitherto the Convention had contemplated only an academy, but as our high-school system was just being developed, and as Akron people were much interested in high-school education, the leading men thought there would not be enough difference between the high school and such a school as was proposed, to make it worth their while. They said, 'Give us a college.' Mr. Miller replied, 'A college it shall be, but you must pay for it accordingly. If you desire a college in the city of Akron, Summit county must give \$60,000.'"

Mr. Buchtel subscribed \$6,000 toward a building fund and pledged \$25,000 for an endowment fund when the school should be established; that was more than one-half of the \$60,000 required.

As we have seen, at first Mr. Buchtel had shown little interest in the plan for a Universalist school in Akron, and one of the strongest factors in winning his hearty and generous support was the influence of the Reverend George Messenger of Springfield. During the later sixties Mr. Buchtel was a stranger to the Universalists of Ohio. They did not know him as one of their "household of faith." It is probable that of all the ministers attending those early meetings looking toward the establishing of a Universalist academy in Ohio, the only one who knew Mr. Buchtel was Mr. Messenger; and it is to him that much of the credit belongs for changing Mr. Buchtel's meager interest to a fine enthusiasm and whole-hearted devotion. A letter to the editor from the Reverend E. L. Rexford, D. D., of Columbus, Ohio, is interesting and informing on this point. Doctor Rexford was the second president of Buchtel College; he was also a member of the Committee on Education in 1869 and 1870 that had so much to do with its founding, and he has a most intimate knowledge of its early history. Doctor Rexford says:

"Although we did not know Mr. Buchtel as a member of the Universalist Church, we soon discovered that he was a public-spirited citizen of Akron and had partially decided to put a considerable sum of money into a public library for his city. He was a partner in business with Lewis Miller of Akron, who was investing large amounts of money in the Methodist Church and its institutions, and wishing to keep in touch with Mr. Miller in public benefits he had decided on the Library scheme when Mr. Messenger saw him and placed before him the Universalist project for a college in Ohio. The idea pleased him and finally captured his sympathies and determined his purpose."

Mr. Buchtel's gift of \$31,000 settled the question of location. The college had been offered to Akron on condition

that the citizens of Summit County contribute \$60,000 and suitable lands, and now that Mr. Buchtel had led with so generous a subscription the remainder was soon oversubscribed.

On May 31, 1870, the trustees of the Ohio Universalist Convention and the Committee on Education met at the Summit County Court House, voted unanimously to locate the college in Akron, and authorized ten other persons to act with them as corporators. The entire list of seventeen corporators included: trustees—the Reverend H. L. Canfield, the Reverend J. S. Cantwell, the Reverend J. W. Henley, the Reverend Andrew Willson, O. F. Haymaker; Committee on Education—the Reverend B. F. Eaton, the Reverend E. L. Rexford; resident freeholders of Summit County—John R. Buchtel, N. D. Tibbals, E. P. Green, Colonel George T. Perkins, James A. Lantz, George Steese; and the Reverend H. F. Miller, the Reverend Willard Spaulding of Cincinnati, the Reverend George Messenger of Springfield, and Henry Blandy of Zanesville. The corporators at once took the legal measures necessary; selected a name for the college; adopted articles of association and a seal; elected a board of trustees, into whose hands they delivered all the property, including \$62,000 in subscriptions, and \$7,000 in real estate; and then adjourned to meet June 1 to adopt by-laws and elect officers.

The following eighteen persons were chosen trustees in the order named: for three years, John R. Buchtel, Akron; Henry Blandy, Zanesville; Philip Wieland, Mount Gilead; J. D. Anger, Painesville; E. P. Green, Akron; George T. Perkins, Akron; for two years, the Reverend H. L. Canfield, Peru; the Reverend E. L. Rexford, Columbus; General James Pierce, Sharpsville, Pennsylvania; J. F. Seiberling, Akron; the Reverend J. S. Cantwell, Cincinnati; N. D. Tibbals, Akron; for one year, O. F. Haymaker, Kent; S. F. Burnham, Akron; J. R. Cochran, Erie, Pennsylvania;

Charles Foster; the Reverend George Messenger, Springfield; Avery Spicer, Akron. Ten of the trustees were chosen by the corporators from their own number; the eight new members were Messrs. Wieland, Anger, Pierce, Seiberling, Burnham, Cochran, Foster, and Spicer. At the June meeting the Board organized by electing John R. Buchtel, president, and S. M. Burnham, secretary. George W. Crouse of Akron, not a member of the Board, was chosen treasurer. At the December meeting General A. C. Voris of Akron was elected to fill the unexpired term of Charles Foster, resigned.

One of the most difficult matters the corporators had been called upon to decide was that of a name for the new institution. All present felt the question of a name to be a most important one, and there was lengthy and vigorous discussion before a decision was reached. As Doctor H. L. Canfield was present, we shall let him tell the story:

"I was a member of the board of trustees of the State Convention when the question of a name for the school was discussed and settled. The name 'Buchtel College' was proposed, but some strong objections were urged. First, the name was not euphonious, and it would probably be called 'Bucktail College.' Second, it was to be founded by a religious body, and Mr. Buchtel was not a religious man, but a man of the world, who perhaps sometimes let slip an oath or a cuss-word, and who certainly kept wine upon his table and gave it to his guests.

"The year 1870 was to be observed by the Universalists of America as their Centennial, dating from the arrival of John Murray upon our shores. The denomination had decided to raise a fund of \$200,000 for denominational purposes, to be known as the Murray Fund. But the building of the college was to be accepted as Ohio's contribution to the work of the centenary year. So there were plenty of reasons why the college should be called 'Murray College,' or 'The Murray Centennial College'; and these reasons were forcibly presented.

"Finally, it was decided to ask Mr. Buchtel if he had any wish or choice in the matter of a name for the college. He was called in, and the question was put in plain words, 'Mr. Buchtel, have you anything to suggest, or any wish to express, with regard to the name the college shall bear?' 'Gentlemen,' said he, 'this is to be your college, not mine. I mean to help it financially as I may be able. If I live and am prospered I intend to give the

college someday one hundred thousand dollars. You may call the college what you please.'

"It was moved at once and voted unanimously that the institution be known as 'Buchtel College.'

"If anyone reading these lines is moved to say or to think that John R. Buchtel bought the name of the college for himself, let me say that such person has no just conception of the spirit of the occasion. If we had felt that he had made a bid for the name, it would have been given reluctantly, if at all.

"John R. Buchtel was a great-hearted man, and while he greatly enjoyed the esteem and the good opinion of others, he was not in the market to purchase applause. Himself denied the privileges of any but most meager education, it was the joy of his life to help in giving the opportunities of education to those who aspired after them, and profited by them."

Supplementing Doctor Canfield's account, it may be added that a motion was made to call the institution "Buchtel Universalist College," but that motion was withdrawn in favor of Henry Blandy's motion that the name be "Buchtel College."

In June, 1870, the Ohio Universalist Convention met at Kent. It being the centennial year of the Universalist Church in America, the attendance was unusually large. Interest in the college to be established was keener than ever, for the new school was to be the gift of the Ohio Universalists to the Centenary. The report of what had been accomplished by the trustees and the Committee on Education was enthusiastically received, and the following resolutions were unanimously adopted:

"Resolved, That this convention joyfully recognizes the success of the friends of Universalism in their efforts to establish a denominational institution of learning in this State; that we appreciate the magnificent gift of our friend and brother, Hon. John R. Buchtel of Akron, for this object, and pledge to him our cordial co-operation to make the enterprise so generously aided, a complete success.

"Resolved, That having confidence in the man, in his honor, rectitude, integrity, in his disinterestedness in this friendly gift, in the positive manly virtues of his life, and the example which his history affords to the struggling youth of our country, we gratefully recognize the wisdom which gives the Institution his name, and that will hereafter enable us to rank Buchtel College among the proudest monuments of our Centennial Year."

The work now progressed with vigor. The necessary committees were appointed and at once went to their tasks with a will. Plans were made for the erection of a college building on the most commanding site Akron afforded, the old Spicer cemetery "on the hill." This site, the gift of Avery Spicer, was a part of the original farm occupied by the first settler of Akron, Major Miner Spicer, Avery Spicer's father. T. W. Sillway of Boston was secured as architect, and later Noah Carter of Akron was employed to have charge of the work of construction. Ground was broken March 15, 1871. The first plan was to complete only the central portion of the building and the two middle wings with the money raised in Akron and vicinity, using the rest of the contributions to pay other necessary expenses, and postponing the building of the two outer wings until later. Fuller consideration, however, led to the adoption of the wiser plan of completing the entire building at once, and making an aggressive campaign for additional funds. The canvass for money was pushed vigorously, public meetings being held not only throughout Ohio, but in Michigan and Western Pennsylvania.

By July 4 the foundation walls were completed, and on that day the cornerstone of the new building was laid by the Masonic order, no less a personage than Horace Greeley delivering the address. That same cornerstone, bearing the inscription, "Centenary of Universalism in America, 1870," passed unscathed through the fire of 1899 that made the splendid first building a mass of ruins, and was set in the wall on the east side of the entrance to the newer Buchtel Hall, where it may be seen today.

The presence of Horace Greeley added greatly to the interest of the occasion. Such a crowd had never been known in Akron. Universalists came from all parts of Ohio, some of them arriving as early as the morning of the day before the exercises were to be held. Low railroad fares had been

secured, and special trains were run to take care of the crowds. The number of strangers was said to be five thousand or more—a large number for the Akron of 1871.

The memorable day was ushered in at midnight of the Third by a salute of thirty guns; at sunrise was another salute of thirty-seven guns, and rousing salutes were fired at intervals throughout the day. The whole town was in gala attire. All along the line of march were numerous decorations and various mottoes, and at the entrance to the college grounds was a great arch of evergreens with flowers and banners and a large American flag. A banner over a gateway on College Street, then called Elm Street, attracted particular attention with this motto:

“Greeley for President, Buchtel for College;
Akron for enterprise, beauty, and knowledge.”

It was intended to have the exercises in the forenoon, the procession starting at 10 o'clock, and the addresses being followed with a picnic dinner, but rain prevented the carrying out of this program. The picnic dinner had to be abandoned, and the procession could not start until two. For those days it was a great procession. In it were distinguished visitors, the mayor and other city officials, the trustees and other officers of the college, the clergy, the various fraternal bodies, musical organizations, and benevolent societies, and prominent citizens not included in the aforementioned groups. A newspaper report of the occasion says:

“Special features of the procession were Babcock's Band, with their beautiful new uniforms; the Fire Department, gaily decked out; the handsomely caparisoned horses of the Eagle Hose Company; the showy regalia of the various societies; the veterans of the 29th O. V. I.; the Glee Club barouche, drawn by four horses belonging to H. H. Brown, Esq. and decked out in an exceedingly fine manner; the body of Masons, preceded by Marble's Band, and comprising the officers of the Grand Lodge and a splendid body of Knights-Templar under command of Captain General H. L. Kent, of Kent.”

While the procession had been forming and marching, a vast crowd had gathered on the college grounds. A temporary floor of loose boards had been constructed over the finished basement for the officials and other notables, but the people swarmed over it until it was packed with two thousand eager faces. Conservative judges estimated the entire attendance at not less than ten thousand persons. Notwithstanding the immense gathering and the long delay, excellent order prevailed.

The ceremony of laying the cornerstone was conducted by A. H. Newcomb, Grand Master of Masons of Ohio, and the other officers of the Grand Lodge. Following the Masonic Exercises the Glee Club sang, to the tune of "Yankee Doodle," a clever original song in praise of Mr. Buchtel. The song is quoted in full at the close of this chapter.

The reference "Greeley for President" in this song, and further references of the kind during Mr. Greeley's stay in Akron, led a leading New York paper to say that he received his first nomination for the Presidency at the laying of the cornerstone of Buchtel College.

Mr. Greeley had chosen for his subject, "Human Conceptions of God As They Affect the Moral Education of Our Race." He confined himself closely to his manuscript, and, as he had recovered but recently from a severe illness, his voice was less strong than usual; yet he held the attention of the vast audience, for even those who could not hear were pleased to have sight of a truly great man. Doctor Rexford says of the address:

"The subject of Mr. Greeley's memorable address was one which few people would ever have dreamed of as being the choice of a man like Mr. Greeley, whose whole brain and heart seemed rocked by the storms of political and secular contests. He discussed it with the reverent and spiritual fervor which those who intimately knew Mr. Greeley could easily anticipate.

"The address was written on large sheets of paper in a coarse letter form, as I well remember. I held an umbrella over him on

that hot Fourth of July, and as he spoke very deliberately, I could read each page in advance of his spoken word. It was a noble deliverance of a great soul."

Mr. Greeley prefaced his address with a few remarks in which he criticized the narrowness and superficiality of the college education of that time. His words seem almost prophetic of the purposes and plans of the Akron University of today:

"My objection," he said, "to college courses is that while there has been great advancement in the world in every department of human industry, there has not been a corresponding stride in the curriculum of college studies. I insist that our average course tends directly to drive men into three pursuits or professions, which, however honorable, do not comprise the great professions which labor for the general good of mankind. And I hope to see the day when there will be a reform; when this college shall graduate a great and glorious body of young and earnest men in engineering, science, and a hundred different pursuits, where knowledge is of great benefit to human kind."

Of the address itself we have space to quote only the closing paragraph, an admirable statement of the function of the college and of the futility of any scheme of education which omits the training of the moral sense:

"This, then, I apprehend, is the proper work of the college—to appreciate and measure, and undistrustfully accept and commend, the gigantic strides which physical science is making in our day, yet not be swept away by them; to welcome all that is true and beneficent in the impetuous currents of modern thought, but not to exaggerate their breadth and depth, nor accept their direction as authoritative or final; to proffer a genial and gracious hospitality to whatever is nobly new, yet hold fast, and from time to time assert, that no discovery in science, no advances in human knowledge, and no conclusion of philosophy, can ever equal in importance that simple affirmation of the untaught Judean peasant, who long ago perceived and proclaimed that God is Love."

At the close of Mr. Greeley's address, in response to repeated calls, Mr. Buchtel spoke briefly, promising that everything possible would be done to make Buchtel College an institution of which Akron and all Ohio could be proud. "We

don't intend," he said earnestly, "to pull a shingle from a single church, but will unite in suppressing evil and building up the morals and character of the city."

In the evening an immense reception was given to Mr. Greeley at the home of Mr. Buchtel, corner of East Market and Union Streets, where the First Congregational church now stands. Several thousand attended. From half past seven until nine o'clock there was a continuous stream of admirers desirous to shake hands with the famous editor. Professor Charles B. Wright (Buchtel, '80) says:

"My own home was in that neighborhood, and I well remember the visiting crowds that overflowed the house and filled the lawn through all the summer evening. Nor shall I ever forget the picture of Mr. Greeley himself, with his spectacles and white fringe of beard, as he sat in an easy-chair in front of the house reading intently from a newspaper held in his left hand, and apparently oblivious to all besides, as a passing line of citizens shook in turn the other hand extended for their grasp. That scene is unique in my memory of receptions."

Doctor E. L. Rexford thus pictures the scene:

"Mr. Greeley sat in a large easy-chair under one of the great evergreens at the northeast section of the lawn. It was an inspiring scene when the old farmers of Summit County and surrounding counties came by hundreds to shake his hand, while many said, 'Mr. Greeley, you educated me politically through the columns of the *Tri-bune*'—they divided the name of the paper in this way—and Mr. Greeley would bow and smile in his fatherly way, and sometimes would say, 'Well, well, I hope I did not lead you wrong,' or words similar. It was a memorable event, when people of all classes came to honor him and the occasion."

There were toasts by Mr. Greeley and prominent Akron citizens. But still the people were not satisfied. As in the afternoon, they called repeatedly for Mr. Buchtel. In response, Mr. Buchtel said he was proud to think that the institution would not graduate Methodists, or Baptists, or Universalists, but men; and not men alone, but women, too. "One end of the college is for ladies," he said, "and the other is for gentlemen; and both ends are just alike." So inter-

ested was he in the college, he stated, that he was ready to sacrifice his very life for its success.

It was a fitting close to a great day.

Work on the new building was now hurried forward as rapidly as possible. By June, 1872, less than a year after the laying of the cornerstone, the exterior was completed. The only portion of the interior finished was the chapel. Plans had been made for the Ohio Universalist Convention to meet in the new college if possible, and work on the chapel had been rushed in order that the room might be ready for the gathering. The convention was large and enthusiastic. Delegates were present from almost every church in the state. For five years the Universalists of Ohio had been dreaming of their college and working to make the dream come true. Now it was a reality. The building was actually there. And what an imposing pile! Any city might well have been proud of so stately a structure. As long as it stood, it was easily the most majestic building for miles around. Two hundred and forty feet long, fifty-four feet wide, and five stories high, a harmonious blending of Doric, Gothic, and Norman, situated on the highest point in Akron, Buchtel College was a building so noble that from whatever direction one approached the city it was the first object he beheld, and at once impressed him with its stateliness and beauty.

In the meantime the canvass for funds went steadily on. The Reverend H. F. Miller having given up his position as financial secretary April 1, the Reverend D. C. Tomlinson had been appointed in his place. Both before and during the convention in June, earnest appeals were made to individuals and local churches throughout the state to pay the cost of furnishing one or more rooms in the college building, the privilege of naming the room going to the church or person making the gift. Before the convention closed pledges had been secured

to furnish nearly every room. Between \$160,000 and \$200,000 was spent on the building and furnishings.

The committee appointed by the trustees to select a president had not been idle. Their first choice was the Reverend Doctor Thayer, but Doctor Thayer declined the position. The trustees then appointed Henry Blandy, who was going to New England shortly on business, a special committee to secure a suitable man. After conferring with prominent Universalists, both clergymen and laymen, Mr. Blandy decided to recommend the Reverend Sullivan H. McCollester, a Universalist clergyman, scholarly and cultured, who had traveled widely both in this country and in Europe, and who was commended highly as an admirable person for the presidency of the new college. At the request of the committee, Doctor McCollester visited Akron in March, 1872, with the result that he was offered the position, accepted, and moved to Akron the first of June of the same year.

Formal exercises of dedication and installation took place on Friday, September 20. The printed program gives twenty items, from the Invocation by the Reverend Carlos Smith at 10 A. M. to the Closing Prayer of the afternoon session; but the actual program was even more elaborate, for there were at least nine addresses in the afternoon, although the printed program mentions only five.

The dedicatory exercises proper were held in the forenoon. T. W. Silloway, the architect, made a short address, the most significant part of which was his vision of the Greater Akron of the days to be. In words strangely prophetic he described a city of "elegant streets and broad thoroughfares, skirted with splendid mansions, residences of princely merchants, and a larger number of the goodly dwellings of a great industrious population;—fine avenues of commercial pursuits, great warehouses, and busy highways of traffic." In his dream the "glorious history of Buchtel College" was to have no in-

significant place in this greater city. At the close of his address, he delivered the keys to the trustees. On behalf of that body, Henry Blandy accepted the keys, expressing their great satisfaction in the work accomplished and praising all who had contributed to the success of the undertaking, especially John R. Buchtel. The Reverend E. L. Rexford followed with the Dedicatory Prayer, at the close of which the entire audience joined in singing the Dedication Hymn, written by Mrs. Caroline A. Soule of New York. John R. Buchtel, president of the Board of Trustees, then installed the Reverend S. H. McCollester, D. D., as the first president of Buchtel College, and the members of the faculty, after which Henry Blandy presented the keys to Doctor McCollester, who gave his inaugural address on "The Educational Demands of the Nation."

The address was a clear exposition of the need of universal education in democracy, and particularly of the value and the function of the American college.

"What is, or should be, the specific work of the college?" the speaker asked. "It is just what the word 'educate' signifies, a development of what is in man. Therefore, the college is not expected to create, but to draw out the whole moral and intellectual power of the student. It is to help him take possession of himself. It is not to crush his passions, but to give control over them. It is not to smother conscience and reason, but to strengthen and render them active.

"God has placed in the path of every student difficulties to be surmounted. The mission of the college is not to remove these, but to prepare the way to overcome them.—It realizes fully that all real growth is self-growth; that a splendid character is but the noble result of right choosing and right doing."

He stated that college training must be three-fold: physical, intellectual, and moral; the college must train the body of the student, teach him to think, and, most important of all, discipline the conscience and strengthen the will.

As for the curriculum, it should be broad and inclusive. Otherwise a liberal education is impossible. The natural sci-

ences must be given larger place and more attention. The objection that the study of these sciences leads to materialism is foolish, for they "have to do with the works of the Supreme One and must lead from the natural to the spiritual." But language, literature, history, and philosophy are just as necessary to a liberal education as are the sciences. This is no less true of the classics than of modern languages.

"I am aware the facts and phenomena of the sciences are attractive, if properly presented and studied; equally so are the principles of language. I know it is dull work to pursue Latin and Greek, as dead things. But let the mind of the student be quickened by a knowledge of the customs, motives, and characters of the authors; let him become familiar with the lands in which they dwelt, admiring the mountains, woods, and groves, which delighted them, and no longer would the scholar find the classics uninviting."

Doctor McCollester's high conception of what Buchtel College ought to do for her students is well brought out in the following paragraph:

"May minds be so instructed in this Institution that, as they shall go out from it into the varied callings of life, they will prize most of all their individuality in the sight of God. Then, as they become stockholders in mill or railroad, their minds and hearts will not, like belt and gearing, depend wholly for movement upon water-wheel or engine; or, as women, they will go forth thinking infinitely more of their nobler natures, than of the dress and ornaments adorning their persons; or, as mechanics, they will see something superior to mere trades; or, as tillers of the soil, they will recognize an agency higher than that of the earth; or as lawyers, they will know of a jurisprudence more elevated than that of the State; or, as ministers, they will think more of the exposition of truth than of rounded periods, or the praise of men; or, as physicians, they will care more for the results of their prescriptions than the amount of their charges; or, as teachers, they will pay more deference to quality than quantity in their instructions. In this way their education will render them masters of their professions, and not slaves to them. They will be free men and women in the sight of God."

Most of the afternoon addresses were by visiting Universalist clergymen and educators, among them being the Rev-

erend L. J. Fletcher of Buffalo, New York, representing the Universalist General Convention, and the Reverend George Moses, an Indian of the Delaware tribe. Two of the speakers were women, the Reverend Augusta J. Chapin and Mrs. Caroline A. Soule, the author of the Dedication Hymn. The Reverend Miss Chapin congratulated the new college most heartily on its being co-educational. She said she need look back only twelve or fifteen years to remember the time when there was not a school in which young women could have equal advantages with young men. She spoke earnestly of her own experience in seeking an education to fit her for the ministry, and how college after college absolutely refused to admit her because she was a woman.

Nine days before the formal dedication, Buchtel College had opened its doors to students. The first day 90 were enrolled, the second day the number increased to 127, and the total attendance for the first year was 217. The faculty numbered seven, including the president. It was a most auspicious beginning. To the friends of the College the future seemed rich with promise.

FIRST BUCHTEL SONG

(An Akron man, W. Milton Clarke, wrote the following song, and he, together with "Uncle" Wils Robinson, Dr. Byron S. Chase, and Daniel R. Knight, sang it at the laying of the corner-stone of Buchtel College on July 4, 1871.)

Air: Yankee Doodle

Once on a time some men went out
 To see if they could find, sirs,
 In all the country round about
 A spot just to their mind, sirs,
 Where they an edifice might raise
 In which, if sense were heeded,
 The boys and girls in coming days
 Might learn the lore they needed.
 So they came round, and soon they found,
 Where Akron town was planted
 On the Connecticut Reserve—
 The very place they wanted.

CHORUS

A Yankee Dutchman came to town
 And made machines for mowing,
 And reaping, too; so he came down
 To set the thing agoing.
 With thirty thousand of the pelf
 He'd saved from trade and labor,
 He said 'twas good to help one's self—
 Better to help a neighbor.
 In this way Buchtel (that's his name)
 Was bound to scatter knowledge;
 He gave them stamps, they'll give him fame—
 They'll build him Buchtel College.

The little Cuyahoga river flows
 With more of pride than ever.
 The Big one murmurs as it goes,
 "That Dutchman's very clever."
 The sunlight falls on College Hill,
 And shines all day the brighter;
 At eve, the maids of Spicerville
 Trip o'er its grounds the lighter.
 The schoolboys' shout is ringing out:
 "Hurrah for light and knowledge!
 When tasks are done with Mrs. Stone,*
 We'll go to Buchtel College."

*Mrs. Stone was for many years the very efficient principal of Akron's high school.

And so this liberal citizen
Who gives his stamps so freely,
Is honored by the company
Of good old Horace Greeley.
And when a full report is made
Of this great celebration,
Remember that the Tribune's head
May head this glorious nation.
But if this thing should fail to be,
It sure would be a pity,
For the White House is his proper place
And not in New York City.

Then with this heartfelt sentiment
I'll close this short rehearsal:
May Buchtel College ever stand—
Her fame be "Universal."
And may its founder live to see
For many generations
His institution growing strong—
An honor to the nations.
May its foundations ever rest
On rocky base—not sandy—
And may its name become as great
As Yankee Doodle Dandy.

DEDICATION HYMN

(*This Dedication Hymn, composed for the occasion by Mrs. C. A. Soule of New York, was sung at the dedication of Buchtel College, September 22, 1872.*)

Air: Austrian Hymn

A hundred years of our story
Had garnered their heavy sheaves,
Harvests of valor and glory,
As brilliant as Autumn leaves.
And tenderly then the reapers
Of this golden, precious grain,
Chanted the dirge of the sleepers
In a soft and solemn strain.

The dirge was only for sleepers;
As its music died away,
There rose from the voice of reapers
The song of an op'ning day,
Like martyrs crowding the altar,
All pledging themselves anew
In work of love ne'er to falter
Which their hands may find to do.

And now we review the story,
As we gather in our sheaves,
Harvests of valor and glory,
And crown them with laurel leaves.
Father Almighty! we pray Thee
To bless this work of our hands,
And may it shed unceasingly
Bright radiance o'er all lands.

Where error bindeth its fetters,
Where sloth holdeth prey in chain,
May soldiers of science and letters
Their triumph and honors gain!
From North and South we will call them—
The sons of our sainted sires;
From East and West we will draw them
To kindle these sacred fires!

As the years shall tell their story,
And reapers harvest the grain,
In the flush of each year's glory
Our loved will meet here again—
Blessing Founder of this College,
Praising our Father above
For His bestowals of knowledge,
And treasures of Infinite Love.

CHAPTER II

THE FOUNDERS

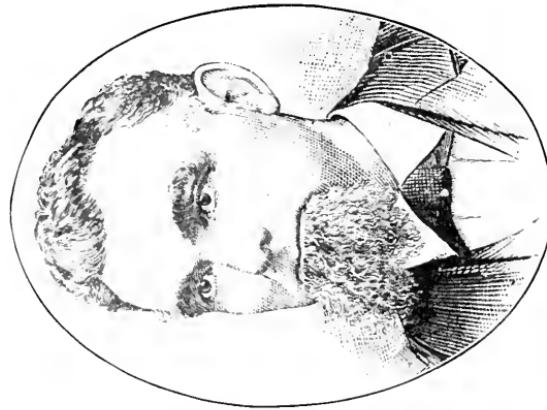
THE specific services rendered Buchtel College in later years by the founders mentioned in the preceding chapter will be treated in their proper places in succeeding portions of this History. Our special purpose in the present chapter is to tell of the life, work, and character of the man who, more than any other, was the founder of Buchtel College, and of his noble wife, who deserves to share with him all honor for his magnificent gift, with briefer mention of the services of other persons most active in the early days of the College.

JOHN R. BUCHTEL

In the stricter sense, neither John R. Buchtel nor any other individual was the founder of Buchtel College. Yale was not founded by him whose name it bears, neither was Harvard founded by the Reverend John Harvard, but each of these institutions was named in honor of the man who contributed most generously at its inception. In like manner, as we have seen in the preceding chapter, Buchtel College was founded by the Ohio Universalist Convention; but it was named for its most generous patron. With the understanding, therefore, that in this chapter the term "founder" is to be used, not in its strict sense, but in the sense of "patron," it may truthfully be asserted that the credit for founding Buchtel College belongs peculiarly to John R. Buchtel. It is no disparagement to others who gave with a splendid generosity of both time and money, to say that had it not been for the munificence of this great-hearted man there would have been no "College on



MRS. JOHN R. BUCHTEL



JOHN R. BUCHTEL

the hill." And the present university into which the college of the earlier day has grown is indebted to him no less, for without the Buchtel College of yesterday there would be to-day no Municipal University of Akron.

The life of Mr. Buchtel well illustrates what may be accomplished in this country by any young man of humble birth who has intelligence, energy, great determination, integrity of character, and good habits, and who is willing to work hard and to economize. A poor boy, he made a large fortune honorably, and so used it as to win the high regard of his own generation and the gratitude of generations unborn. Says Emerson, "I admire the man who *is* riches." Mr. Buchtel was such a man: he not only *had* riches; he *was* riches. Great as were his material possessions, greater still was the man himself.

John Richards Buchtel was a native of Summit County, Ohio, being born January 18, 1820, in Green Township, then a part of the county of Stark. He was of German descent, his paternal ancestors having come from Germany at an early date. He was the oldest of five children. His father, John Buchtel, a farmer, was a man of remarkable physical strength. In his old age he greatly enjoyed telling of his early prowess, especially of how he could stand in a half-bushel measure and shoulder four bushels of wheat. The mother, Catherine Richards Buchtel, was a woman of unusual strength of character. Undoubtedly from her John R. Buchtel inherited some of his finest traits. It is told that a prominent Akron clergyman said to Mr. Buchtel soon after his mother's death, "I have often wondered how you came by your spirit of liberality, but when I looked on the face of your mother as she lay in her coffin the question was answered."

Mr. Buchtel's boyhood, like that of other country boys of his day, was spent in hard labor on the farm. In his later teens he attempted new ventures, such as selling clocks and

buying up horses, but they proved unprofitable, and he decided he had better stick to farming. On coming of age he settled down on one hundred acres which his father gave him on condition that he pay off the incumbrance of seven hundred dollars. Marrying in 1844, he continued farming, and eventually moved to the Thornton farm of 210 acres, now one of the most populous portions of Akron. It is said that one year he had in a single wheat-field all the land west of Bowery Street and south of Exchange. In a few years he sold this farm at a good profit and bought another in La Porte County, Indiana.

Mr. Buchtel's intention was to move to the La Porte farm, and no doubt he would have done so had it not been for an offer from Ball, Aultman and Company of Canton to accept a position as salesman. This firm was then manufacturing the Ohio mower and reaper, but later began to make the Buckeye, for many years one of the most famous makes. The acceptance of this position changed the entire course of Mr. Buchtel's business career. He remained with the company nearly two years—until 1856—and when, soon after he had left their employ, their works burned down, it was chiefly by his wise and courageous efforts that the company was successfully reorganized. In 1864 he persuaded the firm to build a branch factory in Akron, and he himself superintended the construction. Mr. Buchtel was the first president of this Buckeye Company, as the newly-organized branch of the company was popularly known, and was actively associated with the firm for eighteen years.

The bringing of the Buckeye Works to Akron was an immense impetus to the material growth and prosperity of the city, several other leading industries, such as the Akron Iron Works and the Knife Works, being the result. In securing and keeping these industrial ventures Mr. Buchtel was ever one of the leading spirits. From the time of the organizing of

the Buckeye Company until he was stricken with paralysis in 1887, there was hardly any important Akron enterprise of an industrial nature with which he was not more or less closely associated.

But John R. Buchtel's business interests and activities were not confined to Akron. In 1877, in company with several other capitalists, he undertook what proved to be one of the most extensive and profitable ventures of his career, the development of the mineral resources of the Hocking Valley. The purchase comprised some of the most valuable coal and iron lands in the United States. How extensive was the project may be guessed from the statement that in the year 1880 alone the company paid to the Hocking Valley Railroad one million dollars for freight charges. For several years Mr. Buchtel had active management of the work in the Hocking Valley, and the remarkable success of the business was largely due to his wise and energetic conduct of the company's affairs. It was only fitting that the prosperous town which sprang up in the Valley should be named Buchtel in his honor.

Remarkable, however, as was his energy, Mr. Buchtel was no longer a young man. The strain was beginning to tell. In 1882 he retired from the Buckeye Company and some other firms in which he had been actively interested; but he continued hard at work in his remaining enterprises until 1887, when a stroke of paralysis while he was in the Hocking Valley compelled him to give up all active participation in business affairs. Five years later, on Monday, May 23, 1892, this great and good man passed from earth.

A mere enumeration of his more important business activities can give only a faint idea of the man, John R. Buchtel. He was not a mere money-maker; neither—what is far better—a mere money-giver. He gave more than his money—he gave himself; not only to business affairs, but to whatever he thought was for the good of his city and for the benefit of

mankind. In an address at his funeral, J. Park Alexander, a prominent Akron citizen who had known him intimately for years, said:

"To John R. Buchtel is due full credit for what Akron is today. He neither lagged nor shirked from his full share of any enterprise to build up Akron.—When Akron was a village, every step of improvement, each line of progress, every school, every church, all charities, had the assistance of this big-hearted man. —In every great contest that had for its object the betterment of the city or the inhabitants thereof, either morally, physically, intellectually, or religiously, John R. Buchtel was always on the right side—his banner never lowered when once a good cause was undertaken, until a complete victory was won."

During the Civil War Mr. Buchtel rendered valuable service; he secured enlistments, raised bounty money, and, when others insisted that the quota demanded by the draft could not possibly be met, by his ceaseless energy and perseverance he turned failure into success.

Never an office-seeker, Mr. Buchtel's abilities were such that again and again the office sought the man. While living in Coventry township, before he moved to Akron, he was assessor and justice of the peace, and filled other offices. After coming to Akron, at the urgent request of his friends he accepted the office of township trustee for several times that he might secure and perfect certain important local improvements. In 1872 he was a presidential elector. Although a Republican in politics, he became a Prohibitionist as soon as temperance was made a political issue, and in 1874 was a candidate for Secretary of State on the Prohibition ticket. Governor Hayes appointed him one of the trustees of the State Agricultural College, which position he filled most acceptably, for some time being a member of the Executive Committee.

Mr. Buchtel was a man of great energy. In the address from which we have already quoted, J. Park Alexander said:

"Thirty to thirty-five years ago this dead friend was the life and motive power at which the dwellers of Akron, then a village

of three thousand people, were amazed. He could have been seen at the head of a procession of laborers in the twilight of morn and evening winding their way to or from the harvest field and logging camp. He never said 'Go!' It was always the hearty, 'Come on, boys!'"

When the Buckeye plant was built, he helped get out the timbers for the large shops, working in the woods every day. One who knew him then says that nothing could keep him from his work, but in storm and cold, no less than in pleasant weather, this rugged man could be seen, in high-topped boots, working clothes, and a slouch hat, doing the hardest sort of labor, not only with an abounding energy, but ever with a smile and words of cheer.

John R. Buchtel had an invincible will. To begin a task meant, with him, to finish it, no matter what obstacles were in the way. He knew no such word as *fail*. This determined persistence crops out early, as the following story will show: One day, while sitting quietly under a maple-tree fishing with a pin-hook, he heard his mother calling, "Oh, John, come here!" "Yes, I'm coming," he answered. But he kept on fishing. The call was repeated several times, and still the little chap, who had had poor luck all afternoon, did not move. Soon he was surprised by the sudden appearance of his mother, who gave him a good, old-fashioned switching. As became a good boy, Johnny submitted meekly; but promptly resumed his fishing as soon as his mother had done. We hope he caught some fish; he caught what he deserved for his disobedience; surely his persistence deserved some recompense, too.

Another story of his boyhood illustrates the same trait. The summer he was ten years old his father had a large number of harvest hands working for him, who would gather during their "nooning" in front of the house and perform various gymnastic feats. Of course little Johnny was an eager spectator, and longed to be able to do such "stunts" himself. The trick that pleased him most of all was walking on one's

hands, and he tried repeatedly to do it, but without success. Soon afterward, his mother, who had watched his efforts, missed him. She called, but there was no response. We may imagine her surprise when, on going in search of the little chap, she saw him in the garden, his feet sticking up in the air and his head buried in a large hole he had dug. It was characteristic of the boy, and, later, of the man. Having resolved to do something, he was determined to do it; if not in one way, then in another.

An incident of the trip abroad which Mr. and Mrs. Buchtel took in 1873 illustrates the same characteristic. While they were in Vienna there was a world reaper contest to decide which make of reaper was the best. It was a big event. Mr. Buchtel, keenly interested, and determined that the world medal should be won by an Akron machine, if possible, went early to the field where the contest was to be held, in order that he might watch the practice-driving of the man in charge of the "Buckeye." Much dissatisfied, he made up his mind what he would do, and when the start came he mounted the machine himself and drove the "Buckeye" to victory.

The following story of Mr. Buchtel's determined will was told by Professor Carl F. Kolbe in an address on Founder's Day, 1902:

"When, after the first term of college from September, 1872, to Christmas, I found it impossible to carry on my college duties in connection with my newspaper work, I felt compelled to resign. No provision having been made for a successor for the coming term, and the students insisting upon my return, I found Mr. Buchtel, one bitter cold morning, early before six o'clock, knocking at my door. Said he, 'Professor, I want you to come right back to college, and make college work your life's work.' I answered that this was rather unexpected, and that my business could not be neglected, as it would be if I returned. 'You sell your business,' said he; 'until then you can make temporary arrangements.' When I replied that this ought to be well considered and talked over, and for that purpose invited him in out of the intense cold, he said: 'No, sir; there is nothing to consider; you make up your mind right here and now to return

and remain with us in college.' He did not cross the threshold of my house, but he knew that he had gained his point. What could I do? I had to promise on the spot to accede to his wishes, and at nine o'clock the same morning I was back in the classroom."

There was no formality about Mr. Buchtel. He was simple, natural, sincere; in manner unconventional, at times almost blunt. In the address from which we have just quoted, Professor Carl F. Kolbe tells of being present at a fine faculty dinner given by Mr. and Mrs. Buchtel. At first a certain reserve was noticeable, but when the host blurted out in his off-hand way that he wanted his guests to eat an abundance of turnips because they were "plenty and very cheap," all stiffness vanished. Professor Kolbe also relates the following incident as illustrative of Mr. Buchtel's quaintly informal way of doing things:

"I was now to be presented, in my new capacity, to the gentlemen assembled at Mr. Buchtel's residence, among these our first president, just then elected, Dr. McCollester. I well remember that hot sultry July afternoon when I was invited to call. I found the distinguished company in the front yard, seated in the shade of the trees—a rather formidable array of wisdom and dignity, well suited to cause the novice some trepidation if he were so inclined. But Mr. Buchtel, in his inimitable, matter-of-fact way, regardless of any ceremony whatever, introduced me pleasantly with these words, 'Now, gentlemen, this is the man who is going to teach our girls and boys Dutch; and I think he is the right man.' This broke the ice, I began to feel better, and was quite ready to answer all their questions."

Illustrating this same unconventional turn of mind is the story of how on one occasion, when Mr. Buchtel was a guest at a Christmas dinner, he was suddenly missed from the company, but in a short time returned and said to the hostess, "Well, I have just been out in the kitchen looking at your turkey. I was afraid it wasn't big enough. You see, you Yankees are so stingy."

Mr. Buchtel had a keen sense of humor. He enjoyed a good joke, even at his own expense. An Akron lady who

had been the butt of several of his jokes determined to pay him back. One evening at a church social she asked him if he would be willing to help in the entertainment by taking the part of a Roman senator in a tableau. He seemed much pleased at the compliment, and evidently enjoyed having a cloak arranged about his shoulders as a toga, and ladies, young and old, placed around him to represent the daughters of "the Roman senator." When the curtain was drawn he stood there as proud and erect as any Roman of ancient days. Then the lady announced, "Friends, this is Brigham Young and his wives." At once he saw that this time the joke was on him, and joined most heartily in the laughter.

Mr. Buchtel's quick wit is illustrated by his answer to an orthodox minister who told him he could not understand how he could be a Universalist. "Why don't you come with us?" asked the clergyman. "We have the largest numbers." Quick as a flash came the reply, "In my youth I was taught to follow the narrow way, in which but few walk. I shall not now forsake the teachings of my youth."

Despite his iron will and blunt manner, Mr. Buchtel was a man of rare sympathy and unusual kindness of heart. He was a diamond in the rough. In his long career as an employer, his relations with his workmen were of the most pleasant nature, due largely to his thoughtful treatment of them. One of his first considerations was the comfort and the prosperity of those in his employ. In the town of Buchtel that sprang up in the Hocking Valley he erected many houses, which he sold to his workmen at low prices and on the easiest terms. He also built a fine opera house for their entertainment. He was naturally kind and generous, and could not help despising anybody who was "stingy." His father said that, as a boy, John was unusually ready to give his money away, no matter how little he might have. In later years, when fortune prospered him, he made it his business to study how he could so

use his wealth as to do the largest good. Great as was his capacity for accumulating money, even greater was his generous and intelligent use of it.

In religious belief Mr. Buchtel was a staunch Universalist without being narrowly sectarian. Tolerant of other faiths, he gave liberally for all sorts of religious or charitable purposes, no matter what denomination might have the matter in charge. There was not a church in Akron that was not indebted to him for some form of financial assistance. His father and mother had been members of the Evangelical Church (Albrechts). When a young man, he himself was an active Methodist, but, becoming dissatisfied with the doctrines of that church, for a long time he had extreme anti-orthodox views, and did not attend any church. He joined the Universalist Church in 1870. At that time he expressed himself as having been in sympathy with the religious views of Universalists for nearly twenty years, and said he undoubtedly would have become a member had there been a church in Akron. Thereafter his interest in the College and in the church that had given it birth grew simultaneously, each helping the other. No one who knew Mr. Buchtel during the last five years of his life can forget his remarkable devotion to the two institutions; although confined to an invalid's chair, he insisted on attending every public exercise in the College, and every service in the church of his choice.

We have spoken of Mr. Buchtel's passion for benevolence. Another dominant trait was his liking for young people; and out of these two ruling emotions of the man there was born what many persons during his later life said was his master passion—his passion for education. Without children of his own, his love for the sons and daughters of other men and his keen interest in their advancement were all the more intense. As a boy his own educational advantages had been exceedingly meager; so meager, indeed, that when he became of age

he could hardly write his name. He never ceased to regret this lack. But it was this very deficiency, coupled with his love for young people, that strengthened his desire for the youth of his own and later generations to enjoy the privileges he had been denied; and it was just because Buchtel College made a splendid challenge to this great desire of his heart that he made it the supreme object of his benevolence. It gave him the crowning opportunity to do for his city and for his church the one thing above all others he longed to do. And, from the first, he stood for co-education. He took the broad and sane view that, if education means the training and the enriching of the human mind and spirit, then there is every reason why the colleges should be open to women as freely as to men.

To Buchtel College Mr. Buchtel gave almost his entire fortune. If judged not merely by the amount of his gifts, but by their proportion to all his possessions, he must rank as one of the greatest of benefactors. In 1870 he gave \$31,000; during the next twelve years he gave various sums totalling \$138,828, and eventually his total gifts to Buchtel College amounted to almost half a million dollars.

But John R. Buchtel gave to the College more than his fortune: he gave himself—his time, his anxious thought, his “last full measure of devotion.” When, on the evening of the day of the laying of the cornerstone, he publicly said he was so keenly interested in the new project that, if necessary, he was willing to sacrifice his life for its success, he meant every word, as his unstinted generosity and unfailing loyalty from that day forth abundantly proved. In cold print, the words may seem today like the shallow boast of a vain man; but the people who heard him that night knew them to be a frank and earnest utterance straight from the heart. Mr. Buchtel was one of the corporators of Buchtel College. He was president of its first Board of Trustees, and remained continuously in that office until his death twenty

years later. As chairman of the building committee from 1870 to 1872, he worked with tireless industry. To the very last his greatest desire was for the prosperity of the College, and he labored unceasingly for its success.

It is gratifying that Mr. Buchtel lived to see his hopes realized. In spite of days of adversity, the College prospered abundantly, and Mr. Buchtel watched it become one of the best colleges in the state. His interest in it, his devotion to it, and his joy in its accomplishments were probably never greater than during the last five years of his life. Stricken with paralysis, he was compelled to retire from active business, but the seeming calamity became a blessing in disguise. Free from all business cares, even though an invalid, he could now enter into the college life with an intimacy and heartiness impossible before. In his wheel-chair he was a familiar figure to faculty and students. It was a common occurrence for him to visit chapel, and he was always present at public exercises, of whatever nature, entering into them with the keenest enjoyment. He was receiving his reward. In the affectionate gratitude of the boys and girls, in the love of many friends, in the high esteem of the entire community, and in his own clear consciousness of having done a great thing for the public good, he was finding such satisfaction and joy and abiding peace as made these closing years the richest of his life.

We speak of this great and good man as dead. But in the deeper sense he is not dead, nor can he ever die. In the lives of hundreds of men and women who have been made wiser, happier, and better by the education made possible for them by his munificence, "his soul goes marching on." His living monument is the institution into which he breathed the breath of life. John R. Buchtel is immortal in the Buchtel College that was, the Akron University that is, and the still greater institution that is to be.

MRS. BUCHTEL

Any account of the life and work of John R. Buchtel would be inadequate and misleading were no mention made of the unfailing encouragement and co-operation he received from Mrs. Buchtel. He himself generously admitted, "In all my plans and my works of benevolence, she has stood at my side and encouraged rather than discouraged them. . . . In justice I think she should be credited with half the donations. She made them possible."

Mrs. Buchtel came from the same hard-working, thrifty, pioneer stock as her husband, and was reared under the same pioneer conditions. Her maiden name was Elizabeth Davidson. She was born in Pennsylvania in August, 1821, and when thirteen years of age moved with her parents to a farm five or six miles from the then straggling village of Akron, Ohio. The second in a large family, she early learned habits of industry, self-reliance, and self-sacrifice in helping take care of the younger children. Her educational advantages, like those of Mr. Buchtel, were very meager. On her marriage to Mr. Buchtel, they went to housekeeping at once in a log cabin, but with her thrifty ways it was not difficult for the young wife to make her husband's earnings keep them comfortably, and also to lay by something for a rainy day. At Mr. Buchtel's funeral J. Park Alexander said: "Do any of this generation wonder at this man's success? Go with me to his home and fireside, and sit with him, as I have done, at his bountiful table presided over by a loving and devoted wife. She always did her part. Her 'Good-bye!' of the early morning was the inspiration of his day's work, made lighter and more joyous by the assured welcome home to the evening meal when the day's work was done. Could this dead friend speak now, he would caution me to give, in my eulogy, not less, but greater praise to her than to himself." Mrs. Buchtel was a model housekeeper—neat, resource

ful, economical, hospitable, her home and her husband at all times the center of her interest and her endeavor. The coming of wealth made little difference in this respect; work was to her second nature, and no matter how much help she had she insisted on supervising the house. During her last years it was a great trial to her that physical weakness prevented her continuing this supervision of the household affairs.

Like her husband, Mrs. Buchtel was by nature kind and benevolent. Of a singularly sweet disposition, at all times gentle in speech and in manner, it was but natural that she should be thoughtful of others. In her modest way she was continually doing kind and beautiful things that the world knew not of. Their home was the center of a most generous hospitality, as almost every friend of the College who visited Akron in those days can abundantly testify. From the first she fully shared Mr. Buchtel's interest in the College; her love for it and her devotion to it kept steady pace with his, and every generous gift bestowed upon the institution received her complete sanction.

This gentleness and nobleness of her nature were never better revealed than during the closing years of Mrs. Buchtel's life. In June, 1881, she suffered a slight stroke of paralysis, and in the following September another, far more severe, from which she never fully recovered. For some time her condition was critical, but later became sufficiently improved so that she lived on for ten years, although confined to an invalid's chair. She bore her affliction with admirable patience, never speaking a word of bitterness or even of complaint.

By a strange fate the husband and wife who had planned and worked together so sympathetically were destined to be joined in affliction during their last days. It was six years after Mrs. Buchtel was stricken that her husband, absent on business in the Hocking Valley, telegraphed home that he was ill. He himself well knew it was a stroke of paralysis, but he

would not send the full truth for fear of the effect it might have upon his invalid wife. On reaching home he had to be helped into the house. At once Mrs. Buchtel guessed the truth. Neither spoke at first; then Mr. Buchtel said quietly, "I have come home to stay with you; we'll remain together now. You, like John of old, are the forerunner, and I am following." For four years they were privileged to "remain together" in their affliction. But while it was the sharing of a common calamity, it was also the sharing of a common joy—joy in each other's companionship, joy in the affectionate ministrations of many friends, especially of the church and the College, and joy in planning and working to the very end for the college of their love. These were four beautiful years. On Friday, May 22, 1891, Mrs. Buchtel died very suddenly. Her going had a marked effect upon Mr. Buchtel; hitherto cheerful and optimistic, his life was now noticeably saddened. He lost his former buoyancy, declined rapidly, and passed from earth just a year and a day after Mrs. Buchtel's sudden death.

So passed two of earth's noblest souls. Of obscure origin, they nevertheless belonged to the real nobility, and although springing from the common folk, they were truly of kingly and queenly stuff; for, as Tennyson sings,

"Kind hearts are more than coronets,
And simple faith than Norman blood."

To these two generous spirits every man or woman who ever attended Buchtel College owes a large debt of gratitude. They were the real founders of our College. Together they brought it into being. Together they cherished it and believed in it in good and evil report, and together they stood by it loyally in its dark days. Without children of their own, together they adopted it as the child of their affection, planned for it, labored for it, loved it with a great and abiding love, and gave it their all.

THE FOUNDERS' ASSOCIATES

In comparison with the gifts of Mr. and Mrs. Buchtel, the benefactions of others necessarily appear small. Yet it would be an injustice in speaking of the founders of Buchtel College to mention only these generous givers. We wish it were possible to give due credit here to all who helped in the founding. Many gave freely of their means; others both subscribed money and contributed unsparely of time and labor. But the records of those early years are too meager to furnish even the names of all who assisted in the work, and it would be futile to attempt to record all gifts made and the various services rendered by hundreds of persons not only in Akron and Summit County, but throughout Ohio and in adjoining states.

Impossible though it be, however, to give credit to all the deserving, there are certain men of those days who stand out conspicuous for hard work and devoted service, and who fully deserve to share with Mr. Buchtel the credit for founding Buchtel College.

Of the seventeen corporators, special mention should be made of the Reverend H. F. Miller, Henry Blandy, the Reverend J. S. Cantwell, the Reverend George Messenger, the Reverend E. L. Rexford, E. P. Green, N. D. Tibbals, Colonel George T. Perkins, the Reverend H. L. Canfield, and the Reverend Andrew Willson. In various capacities these men worked tirelessly, giving themselves without stint to the great task.

The Reverend H. F. Miller, as financial agent, was chiefly instrumental in securing the necessary funds for erecting and furnishing the college building. He had a remarkable gift for raising money, succeeding where most men would fail. Much credit is due Henry Blandy and the Reverend J. S. Cantwell; the former was trustee and a member of the executive committee from 1870 to 1873, and was also a member of

the building committee; the latter served as trustee from 1870 to 1881 and on the executive committee from 1870 to 1872.

Reference was made in the last chapter to the Reverend George Messenger as the man who first succeeded in arousing Mr. Buchtel's enthusiasm for the College in Akron. Mr. Messenger was trustee until his death in 1872; he was also a member of the building committee, and at all times was zealously devoted to the interests of the College. No stronger evidence is needed of the affection of the Messenger family for Buchtel College than the two gifts of Mrs. Messenger: \$25,000 in 1872 to found the Messenger Professorship in memory of her husband, and eight years later \$30,000 by bequest to establish a permanent fund.

Few men, if any, were more active in the days of the beginnings than was the Reverend E. L. Rexford. As a member of the Committee on Education of the Ohio Universalist Convention, as corporator, as trustee from 1870 to 1878, so valuable were his services that not only did the institution confer upon him the degree of D. D. in 1874, but when, several years later, Doctor McCollester resigned the presidency, the Board of Trustees at once offered Doctor Rexford the position.

Conspicuous for length of service and for unfailing loyalty through many years were E. P. Green, Colonel George T. Perkins, N. D. Tibbals, the Reverend H. L. Canfield, and the Reverend Andrew Willson. All were corporators of Buchtel College, and all were on the first Board of Trustees except Mr. Willson, who was first elected to the Board in 1872. E. P. Green, Colonel Perkins, and N. D. Tibbals remained on the Board continuously for 25, 27, and 39 years respectively, the terms of service of Mr. Green and Mr. Tibbals ending only with death. No institution could have more faithful servants than these.

Of the work of the Reverend H. L. Canfield and the Reverend Andrew Willson in securing the College for Akron, we spoke in the last chapter. Mr. Canfield gave most faithful service as trustee from 1870 to 1890 and again from 1900 to 1903, and in 1886 served several months as financial agent. Of all the corporators, he and Doctor Rexford are the sole survivors. At an advanced age, but in excellent health, he makes his home in Los Angeles, where he is a member of the famous Centenary Club, membership in which is allowed to no person under ninety years of age.

In length and continuity of service Judge Tibbals was equalled only by the Reverend Andrew Willson, who for 39 years, from 1872 until his death in 1911, was a valuable member of the Board of Trustees. It was Mr. Willson who, as chairman of the Committee on Education of the Ohio Universalist Convention in 1867, first suggested the establishing in Ohio of a Universalist school for both sexes, and he was intimately identified with all subsequent activities connected with the founding of the College. In addition, he was financial agent from 1875 to 1878, one of the most critical periods in the financial history of the institution, and was secretary of the Board in 1877-8. Although possessing very moderate means, in 1888 he gave the College \$10,000. In 1910, because of failing health, Mr. Willson offered his resignation as trustee; but his colleagues begged him to remain, feeling that his long experience on the Board was so valuable that they could not afford to permit him to retire. Never has Buchtel College had truer friends than Mr. Canfield and Mr. Willson. The College conferred the degree of D. D. upon Mr. Canfield in 1888 and upon Mr. Willson in 1901. Never has it bestowed this degree upon persons more worthy.

Four other men, not corporators, who gave faithful service during the period prior to the opening of the College were

Avery Spicer, General A. C. Voris, S. M. Burnham, and George W. Crouse. Mr. Spicer donated the site for the building, was member of the building committee, served on the Board of Trustees from 1870 until his death in 1881, and during the two years of the founding, 1870-1872, was a member of the executive committee of the Board. General Voris was a trustee for thirty-five years, from 1870 to 1889 and from 1890 to 1896, serving most acceptably through that long period. S. M. Burnham served as secretary of the Board from 1870 to 1877 and again in 1878-9, and was trustee in 1870-1 and from 1879 to 1894. Of the able, loyal, unselfish service to the College of George W. Crouse it would be difficult to speak too highly; as treasurer from 1870 to 1875, as trustee for twenty-six years—from 1872 to 1875 and from 1899 until his death in 1912—and as president of the Board from 1894 to 1904, his service at all times was characterized by such wisdom, generosity, and devotion, that in any true history of the College his name must be written high on its roll of benefactors.

Buchtel College was exceedingly fortunate in her founders. Happily they were men of singular patience, sagacity, self-sacrifice, and zeal. Well may we of this later generation, looking back over the fifty years of Buchtel's history, and justly proud of what she has accomplished, remember with reverence and large gratitude these noble spirits of an earlier day, and to them ascribe the honor and the praise.

FOUNDER'S DAY

*Author unknown**Tune: Tenting on the Old Camp Ground*

We are meeting today to honor his name,
Our Founder brave and true;
Our grateful hearts will sing his fame,
And give his love its due.

CHORUS

Many are the hearts that are happy today,
Blessing the dear Founder's name;
Many are the tongues that ever will say,
"To him be all our fame!"

We are blessing today all the old, kind friends,
Who gave their loving gifts;
The joy be theirs that never ends,
The peace that knows no rifts.

CHAPTER III

THE ADMINISTRATIONS OF PRESIDENTS McCOLLESTER AND REXFORD

1872-8; 1878-80

THE present chapter deals with the first two administrations of the College, and more largely with that of President McCollester as being the earlier and the longer. While a special interest attaches to the beginnings of any enterprise whose issues have been notable, the shaping of initial policies is of peculiar importance in college building; for better or for worse, the character and quality of the work of the coming years—that subtle something which, perhaps indefinitely, is to differentiate the institution from others of its class and to fix the value of its contribution to the sum-total of academic life—will often be largely determined by the purpose and the personality of its first leader. That initial impetus was given, doubtless, in the present instance, by the joint effort of several, and it would be impossible—as indeed it is unnecessary—to ascribe to the presidents or to any other of the co-workers this or that feature of the original policy as their special contribution. The burden of responsibility resting most heavily, however, on a president's shoulders, it would seem but fair that due credit should be accorded him for whatever manifest excellences investigation may reveal. It is the chief purpose of this chapter to show that the conception of the college function, as it found expression in the efforts and utterances of the first president, was a worthy conception well abreast of the best collegiate thought of its time. If the man's reach exceeded his grasp, if performance failed at points to equal purpose, the manifest infelicities in the carrying out

of the plan proposed were inseparably connected, doubtless, with the difficulties of the situation, and should not in justice detract too much from the credit that is the administration's due.

Doctor Sullivan H. McCollester was in his forty-sixth year when called to the presidency of Buchtel College, he having been born in Marlboro, New Hampshire, December 18, 1826. A graduate of Norwich University in the Class of 1851, he studied theology at the Divinity School of Harvard and was ordained to the ministry in 1853. He was both educator and minister, having been for varying periods principal of Walpole Academy, Mount Caesar Seminary, Westmoreland Valley Seminary, and Westbrook Seminary and Female College. For three years he served as Commissioner of Education for New Hampshire. At the time of his election to the Buchtel presidency he was the successful pastor of the Universalist Church of Nashua, New Hampshire, and during his presidency he organized the Universalist Church of Akron, serving for two years as its minister. Extensive foreign travel bore fruit in various popular volumes, among them *After Thoughts of Foreign Travel in Historic Lands and Capital Cities, Babylon and Nineveh through American Eyes, Round the Globe in Old and New Paths, and Mexico, Old and New—a Wonderland*. Doctor McCollester also held pastorates, after his retirement from Buchtel, in Bellows Falls, Vermont, and Dover, New Hampshire, and was a member of the New Hampshire House of Representatives in the session of 1889-90. In 1886 he gave up definite settlement and became minister and educator-at-large, making his home in his native town of Marlboro, where he continued to reside until his recent death, May 22, 1921. The degree of Doctor of Divinity was conferred upon him by St. Lawrence University in 1873, and the degree of Doctor of Letters by Buchtel in 1908.

It will be seen from this brief record that the man chosen by the trustees to be the first president had had ample training in the educational field. The confidence of the Corporation found expression in the words of the Honorable Henry Blandy, on presenting the keys of the institution: "To me was intrusted the responsibility of securing a president, and deeply did I feel it. I consulted with our best men, and was finally directed to you; and, after meeting you, felt that you were worthy of the honor and qualified for the position." Nor was Mr. Buchtel's reference, in his installation address, to the president's "large experience and knowledge of human nature, and high attainments," a tribute undeserved.

A successful college president must needs be a man of large and varied abilities. Confining attention, however, to those that find expression in the educational field and embody themselves in academic policy, there are two outstanding, concrete tests of the value of his leadership: the curriculum and the teaching staff. To have framed a course of study comprehensive and well-balanced, capable of ministering to each fundamental need, truly practical because not forgetting that man cannot live by bread alone—to have framed such a course of study and then, with keen insight, to have gathered such a teaching staff as should make that course effective, is alone sufficient, from the viewpoint of the strictly academic, to secure a favorable verdict. And by these two tests the administration of President McCollester is deserving of abundant praise.

Coming first, then, to the character of the curriculum, it is evident that the aim of the originators of Buchtel policy was high, and the betterment of the courses of study continuous and consistent. With this aim and purpose, the trend of thought in the president's inaugural address on "The Educational Demands of the Nation" gave abundant evidence that he was in heartiest sympathy.

"Our colleges," the address declared, "have not any too much breadth and depth of character. It would be a sad mistake for us to cut short their curriculum, thinking that the young could gain true intellectual honors and religious emolument in some other way than by running in the long and beaten track. Were this possible, there would be great objection to it; for what would be gained in time would be lost in discipline. The fault to be found with our higher institutions is not as to their number but their quality. Some bearing the name of college are not even first-class academies. This is due to lowering the educational standard, proving that great haste in gaining intellectual discipline is sure to make waste. Ripe scholarship can no more be the outgrowth of these second-rate institutions than oaks and elms can be the products of hot-houses. In this age we cannot afford to take the downward track. Our best educators must feel that, as a rule, a preparation for entering upon a collegiate course is demanded. For this lack, much of the work which should be done in the high school and academy must be wrought out in the college, if done at all. The time is not far distant, I hope, when the college outfit will be more thorough in the study of language, grammatical and lexical, philosophical and rhetorical. Then in the college course more finished work can be done in modern and ancient grammar, in scientific and mathematical explorations, in logic and rhetoric, in aesthetic and philosophic learning. The Trustees of Buchtel College dedicate it to the broad and equal culture of man and woman, having adopted a curriculum which savors somewhat of classic Greece and Rome, of Pestalozzi and Liebig, of Cuvier and Bacon, of foreign and home schools."

With a leader inspired by such ideals, it is no wonder that, as investigation proves, the curriculum of the new college compared favorably with those in the best of existing institutions. This fact is so important, and at the same time so easily lost sight of and forgotten, that at the risk of both tediousness and duplication the details are here presented. The comparison is made between Buchtel and Yale, the latter being chosen as a representative institution of the other group; it deals with the requisites for admission to the Classical Course, and with the studies of the freshman and senior years. The information is gleaned from the catalogues of the two institutions for the year 1872-3.

Beginning, then, with the requisites for admission, we find them to have been as follows:

Yale—Latin Grammar, including Prosody; Sallust—*Jugurthine War*, or four books of Caesar; Cicero—seven *Orations*; Virgil—the *Bucolics*, *Georgics*, and first six books of the *Aeneid*; Arnold's Latin Prose Composition, the first twelve chapters.

Greek Grammar, including Prosody; Xenophon—*Anabasis*, first three books; Greek Reader, or the last four books of the *Anabasis*, or four books of the *Iliad*.

Higher Arithmetic; Algebra, to Quadratic Equations; Playfair's *Euclid*, first two books, or the first, third, and fourth books of Davies's *Legendre* or of Loomis's *Elements of Geometry*; English Grammar and Geography, a thorough knowledge.

Buchtel—Latin Grammar and Prosody, and twelve lessons in Prose Composition; Caesar—*Commentaries*, three books; Virgil—*Bucolics* and six books of the *Aeneid*; Cicero—four *Orations*.

Greek Grammar and Prosody; Xenophon—*Anabasis*, first four books; Homer—*Iliad*, first three books or their equivalent.

Arithmetic; Algebra, to equations of the second degree; English Grammar; History of the United States; Modern and Ancient Geography.

A comparison of these two sets of admission requirements will show that an unconditioned freshman at Buchtel in 1872 entered upon his college work with practically the same degree of preparation as an unconditioned freshman at Yale.

Coming now to the studies of the freshman year, the work required is found to be interestingly similar as regards both quantity and quality, with slight divergences of stress, as would be of course inevitable. Expressed, then, in terms of study, the freshman curricula are as follows:

Yale—Livy, two terms; Horace, one term; Latin Composition, two terms; *Odyssey*, two terms; Herodotus, two terms; Greek Composition, two terms; Geometry and Algebra, three terms; Roman History, one term; French, one term; Rhetoric and Composition, one term.

Buchtel—Livy, two terms; Horace, one term; Latin Composition and Prosody, three terms; Xenophon, one term; *Odyssey*, one term; Herodotus, one term; Greek Composition and Prosody, two terms; Algebra, two terms; Physiology, one term; Composition and Declamation, three terms.

In the senior year the following studies were pursued:

Yale—Mental Philosophy, one term; Moral Philosophy, one term; Evidences of Christianity, one term; Political Economy, one term; History and Political Philosophy (Roman Law, Constitution of the United States, Hallam, Guizot, Woolsey, De Tocqueville), three terms; Latin, one term; German, one term; Rhetoric, two terms; Astronomy (continued), one term; Geology, one term; Lectures in Anatomy and Physiology, in Chemistry, in Botany, in Language and the Study of Language, one term each.

Buchtel—Intellectual Philosophy, one term; Moral Philosophy, one term; Butler's *Analogy*, one term; History of Civilization, one term; Political Economy, one term; Logic, one term; Astronomy, one term; English Literature, one term; Greek Testament, one term; German or French, two terms; Themes and Vocal Culture, three terms.

The advantage here, as regards variety, is manifestly on the side of Yale. It should be remembered, though, that the Yale faculty of fifty years ago was rich in scholars such as Porter, Woolsey, Whitney, and Dana, authorities in their respective fields and teaching from the textbooks they had themselves prepared. A senior program, therefore, could be made exceptionally rich and stimulating, especially in lectures, by virtue of such advantage. On this account a fairer comparison can be made with a smaller New England institution of the best type. At Middlebury College in 1872 the studies of the senior year were:

Intellectual Philosophy, two terms; Moral Science, one term; Natural Theology, one term; Butler's *Analogy*, one term; History of Civilization, one term; History of Grecian Philosophy, one term; Logic, one term; Political Economy, one term; International Law, one term; Geology, two terms; Principles of Zoology, one term; Forensic Discussions, one term; Review of the Studies of the Year, one term.

In scope and general outline, it will be seen that there was comparatively little difference between the senior studies of Middlebury and of Buchtel, and the same may confidently be said as regards the entire Classical curriculum of the new college and the corresponding curricula of the first-class institutions into whose ranks it sought admission.

It is one thing, however, to know what 'twere good to do, and quite another thing to do it. The task that lay before the first administration was arduous and two-fold: to create a student constituency, and to adjust the courses of study to the varied proficiency of its members. However clear-sighted and ambitious the framers of the first curriculum may have been, compromise at the outset was a practical necessity. We find, accordingly, a two-year Philosophical Course, requiring for admission English Grammar, United States History, Geography, Arithmetic, Algebra through eight sections, and four books of Geometry. It called for two years of German or French, and stressed Mathematics and Natural Science, the former including Surveying, Plane and Spherical Geometry, Analytics, Calculus, and Mechanics, and the latter Chemistry, Natural Philosophy, Botany, Zoology, Geology, Mineralogy, and Astronomy. These, with Rhetoric, History, Political Economy, Intellectual Philosophy, and Moral Science, would seem to have made up a fairly solid two years' work, yet the temporary nature of the course in its initial stage is clearly evident. A year later it had been lengthened to three years, and in the catalog of 1875-6 it appeared as a full-fledged four-year course, which in 1878-9 had come to include four terms of required Latin, with a corresponding requirement for admission.

Similarly, the catalog of 1873-4 recorded a three-year Scientific Course, with Latin elective from the beginning, though the entrance requirements in it were the same as for the Classical Course. Mathematics was required through Analytics, and there was an abundance of natural science and modern language. It was, indeed, the beginning of such a course as has since been largely introduced, in response to present-day demands, into even classical strongholds. In 1875-6, this Scientific Course was also lengthened to four years. In what seems to have been an experimental fashion,

Latin was at times included in its required studies and at times omitted from them, but in 1878-9 it had become the non-Latin course of the curriculum, and so continued throughout the period covered by this chapter.

It is to be noted, therefore, from what has been here presented, that in the fourth year from the beginning a regular and complete curriculum had been set in operation. Some of the early irregularities, however, continued longer. The following newspaper extract, appearing near the close of the first year of the administration of President Rexford, is illuminating both as proof that a temporary expedient, once adopted, can cling tenaciously to life, and as indication of the effort put forth, unremittingly and despite opposition, in the direction of higher standards. It was written to correct a published statement that the Literary Course of the College had been lengthened from three to four years, by dropping some of the literary studies and substituting several mathematical requirements, and read as follows:

"The Literary Course, heretofore in existence in Buchtel College altogether against the better judgment of many members of the Faculty, has been entirely stricken from the curriculum. . . . There is, then, no longer a Literary Course in Buchtel College, much to the gratification of all friends of real and solid college education. The courses which will be published in the forthcoming catalog are: Classical, Philosophical, and Scientific; these are all four-year courses, with sixteen and seventeen hours a week. . . . In this connection we desire to point to the golden fruit already gathered from the one year under the new administration. Doctor Rexford's great ability and thorough knowledge of college work, in connection with the large experience of faithful and competent professors, have cleared the ground of a great deal of rubbish accumulated in former years."

Without in the least disparaging the accomplishment of President Rexford, it is only fair to remember on the basis of the record, that much of that rubbish had already been cleared away when his administration began. The well-deserved recognition, moreover, of "the large experience of

faithful and competent professors" should not be passed without notice. In the very nature of the case, a faculty plays an important part in the framing of curriculum policy, and doubtless, from the very first the praiseworthy development here outlined was largely due to the efforts of the teaching staff that President McCollester gathered about him—which brings us to the second test of a president's worth, his skill in the selection of instructors.

It could not have been chance alone that brought together, during the six years of President McCollester's leadership, such a group of men as Nehemiah White, Alfred Welsh, Carl F. Kolbe, Elias Fraunfelter, Charles M. Knight, and Isaac B. Choate. The part that was played by some of these in the history of the College need not be recounted here; elsewhere in this volume it is fittingly narrated in detail. The present writer, however, would pay personal tribute to three among the number. The catalog of 1875-6 is the first to have in sequence on its faculty list the names of Professors Kolbe, Fraunfelter, and Knight. These men would have given distinction to the teaching force of any college of their time. In personality no men could have differed more, yet they had in common certain blended characteristics that gave to their work as teachers both dignity and power; courtesy, thoroughness, and an enthusiasm they were able to impart. Those were indeed favored who sat under their instruction. One such gives grateful testimony to the lifelong debt he owes them in his own teaching; each in an individual way has been for him through all the years a pattern and an inspiration. From the list of those, moreover, whose helpful influence had but just begun when under graduate days were over, the name of Professor Choate should by no means be omitted. Though of a diffident, retiring nature, that was not conducive, perhaps, to complete success in the collegiate field, his quiet love of beauty was nevertheless contagious, and the classics, as he

taught them, were something more than a training ground for syntax. To have taken Xenophon's *Memorabilia* and made it for a careless boy the most delightful memory of his college years is in itself a pedagogical triumph.

Mingled, however, with these manifest excellences were certain equally manifest defects. The intimate connection of a preparatory department could hardly fail to lower collegiate standards, especially when both preparatory and collegiate students pursued their studies and lived their life under the roof of one great building. The initial necessity, too, of bringing together in the same classes students with widely varying degrees of preparation was bound to affect unfavorably the quality of the collegiate instruction given. Gresham's law in economics has its counterpart in education; the worst form of currency in circulation regulates the value of the whole currency. The early absence of careful classification is clearly shown in this interesting bit of testimony: "I recall the fact that the first year, while a member of the preparatory school, I recited in one class with the Seniors." A situation such as that is almost certain to be hard upon the seniors, and a handicap to the full effectiveness of even the best of teaching. When it is noted, moreover, that of nearly three hundred students enrolled during the first year eighty-four per cent were either preparatory or irregular, and that through all the six years of the first administration the collegiate students averaged only thirty per cent of the entire student body, it will be seen at once that the maintaining of a high collegiate standard could have been by no means easy. There were brilliant students from the first—students who would have responded, under conditions however unfavorable, to the splendid stimulus afforded by certain of their instructors—but for the rank and file, contented always with mediocrity, the more persuasive invitation, under the circumstances here outlined, was doubtless toward the lower levels of achievement.

Another infelicity, if a looker-on in Venice may venture to hazard a judgment, was the closeness of relation between the College and the newly-established church. The problems of administration, many and perplexing at the best of times, are peculiarly difficult in a college's early years. It is a policy of doubtful wisdom, therefore, and especially in the case of a denominational institution, to assign to the same person, however well qualified, the functions of both president of the college and pastor of the local church, for it is almost certain that friction in the affairs of either body will affect unfavorably the interests of the other. Without indulging in profitless detail, it seems safe to say that often in the years that are here considered the results would have been more happy, from the standpoint of academic effectiveness, had the burdens of the local pastorate been laid from the first on other than the president's shoulders. It is altogether likely, moreover, that the heartiest approval of this belief would be that of the two incumbents upon whom, for a portion of the time, the double burden was imposed.

These, then, imperfectly stated, are some of the salient features of the first administration. Its imperfections are easily discovered; the difficulties it had to face are as easily overlooked. Its record, though, impartially considered, will justify the wisdom of the trustees' choice, and the confidence that they expressed on the day of the president's inauguration. A recent estimate by Professor George A. Peckham may appropriately be joined with theirs, as a judgment after the fact. "In President McCollester," says Professor Peckham, "Buchtel had a representative before the public that would do credit to any college. This is not," he adds, "the immature judgment of youth, but my sober estimate after forty years of teaching." In matters like these, the testimony of teachers is peculiarly competent, and the administration of President

McCollester may rest its case with this verdict of a lifelong educator.

At the close of the college year of 1877-8, Doctor Everett L. Rexford succeeded to the presidency. He was in his thirty-seventh year, having been born in Harmony, New York, April 24, 1842, the son of a Baptist minister. After his graduation from St. Lawrence University in 1865, he entered the Universalist ministry, with pastorates in Cincinnati, Columbus, and San Francisco. From the last of these, after a service of nearly four years, he was called to the leadership at Buchtel, at the same time becoming pastor of the local church. Through his previous Ohio residence, his connection with the beginnings of the College had been a close one. He was a member of the Committee on Education of the Ohio Universalist Convention in 1869 and 1870, one of the incorporators of the College, and a member of the Board of Trustees from the first. In 1873 he had delivered the Commencement address. It was no stranger, therefore, but one thoroughly familiar with the institution, its history, its policy, and its needs, whom the trustees called to be its second head. After a service of two years, Doctor Rexford resigned to accept the pastorate of the newly-established Universalist church in Detroit. His present home is in Columbus, Ohio, where he has been for some years in charge of an independent congregation.

Doctor Rexford was in the prime of his power during the years of his presidency; a man of handsome physical presence and strong personality. With positive convictions and exceptional dialectic skill, controversy was the very breath of his nostrils. Like the ocean petrels, he seemed at times to hover by choice above the stormiest waters, and it behooved an opponent to be well equipped who encountered him in debate. The writer well remembers how the president would take advantage of an hour devoted to a classroom test—asigned, perhaps, for the purpose—to make a contribution to

some current controversy; with what mingled admiration and envy he watched the manuscript multiply, sheet after sheet, with never an erasure or a moment's hesitation for a word, in sad contrast with his own laborious efforts as he struggled with the test; and how the wonder grew greater when he read in the evening paper the finished, forceful English he had seen so rapidly written.

The administration of President Rexford, though short, was by no means unimportant. It was given largely to the stabilizing of features that had already proved their worth, and to the eliminating of those whose continuance was no longer justified. With no specific training of his own in the academic field, Doctor Rexford had the wisdom, in matters of college policy, to avail himself freely of the expert judgment of his faculty. The assistance that they rendered he has most generously acknowledged, praising later, in a letter of reminiscence, the loyalty of the faculty as a body, and making grateful mention of the "faithful and enthusiastic devotion" of Professors Kolbe and Fraunfelter to the uncompleted task of curriculum reconstruction. "Our work went forward," the letter states, "with excellent unity of spirit. Few changes were made in the former policy except that the president, instead of exercising a sort of personal and minute oversight of the different departments, insisted that each professor should be held responsible for the work in his own field, but might seek advice in the faculty meetings. I was too busy with my work as a preacher to look patiently into the details of college work."

The last sentence is significant, as explaining the briefness of the president's incumbency. From his very nature, Doctor Rexford must soon have found the pulpit more attractive than the presidential chair; he mentions, in written utterances of the spring of 1880, the difficulty of performing in a satisfactory way the duties of both positions, and pronounces for the

pulpit as affording him, in his opinion, the more fruitful field. At the end, therefore, of his second year of service, a church edifice having been completed and Doctor Cone, his old teacher at St. Lawrence, having expressed a willingness to assume the presidency, he resigned at the Commencement of 1880 and accepted the pastorate at Detroit.

It is as a preacher and not as a college administrator that Doctor Rexford's real measure must be taken; the Buchtel years were but an episode. He came, however, to certain tasks that greatly needed doing—differences to be adjusted, factional feelings to be allayed. That he brought harmony out of discord in the relations of the church and college, though himself, as has been stated, a veritable "son of thunder," and by wise co-operation with his colleagues, though himself impatient of academic detail, delivered to his successor a curriculum even stronger than the one he had received, will give to his administration, in Buchtel annals, a secure and honored place.

CHAPTER IV

REMINISCENCES OF THE EARLY YEARS

I

THE FIRST YEAR

(BEING RANDOM RECOLLECTIONS OF A MEMBER
OF THE CLASS OF 1873)

SEPTEMBER 11, 1872, witnessed the culmination of untiring efforts and prayers of the Universalists of Ohio for a higher institution of learning located in their midst. On that day many young men and women who had been anxiously awaiting that eventful time, saw the realization of their fondest hopes, the opening of Buchtel College. For days the campus and building had been the scene of great activity in order that everything might be in readiness for the reception of students. Much remained to be completed, but the opening took place on schedule time.

The first exercises were held in the Assembly Room on the first floor, which was well filled with anxious boys and girls from many sections of the country. The faculty sat in line across the front of the room and with them the proudest man on all this earth, the beloved founder of the College, John R. Buchtel.

President McCollester introduced the exercises by the reading of scripture and prayer. He then extended the kindest of greetings to all, outlined briefly the immediate duties of each in regard to registration, deportment, classrooms, etc., introduced the various members of the faculty, apologized for the unfinished condition of the building and the consequent inconvenience which must be endured for a time, then dismissed his hearers. Buchtel College had begun. All left chapel exer-

cises that first morning with the feeling that their lives had fallen in pleasant places, that they had made no mistake in coming to this newest of colleges, and that with proper effort their desire for education would be realized.

No greater task ever faced a college president than that which devolved upon our worthy head on that memorable occasion and for subsequent weeks. The students assembled were from many states, a large number came from unclassified schools, and many had no definite idea of what they wanted to do. Teachers were few and much of the burden of classification fell upon the president. Classrooms were unfinished; hence it became necessary for pupils to locate their professor in some classroom and thus learn their recitation home for the day. It might be elsewhere on the succeeding one. Many students came for the prime purpose of studying music, there being sixty-three enrolled in that department the first year. Nearly all music pupils, however, took one or more other branches. Under existing chaotic conditions it was impossible to classify all along rigid class-lines; so many were classed as irregular, there being eighty-three thus designated in the catalog for the first year.

The course of study was far inferior to that of today, for it was made to fit the beginnings of things. There was a great lack of apparatus and equipment of all kinds, because of a scarcity of money and because things had not been tried out. The year was divided into three divisions, instead of two, and as each pupil was assigned four branches for each day, with long lessons, many branches were completed in one year.

President McCollester was not president of the institution merely in the generally accepted interpretation of the term. He was a personal friend to every student and tried to look after the interests of out-of-town students who were in his charge as carefully as their parents would do. In case of sick-

ness, he was at the student's bedside, doing everything possible for his comfort. It was nothing unusual for President McColester to leave his home at night to take the part of nurse for some sick student. He was generous to a fault, and bestowed many favors upon needy pupils, who never learned the source of the kindness. In all such work President McCollester received the hearty support of his excellent wife.

Chapel exercises were held each morning in the Assembly Room, and the attendance of all students was required. There were no benches at first, chairs having to serve the double purpose of use on the first floor on week days and the fifth on Sundays; so pupils were expected to assist in the labor of carrying them back and forth. In case of an entertainment, the chair brigade responded willingly to a call for service.

There was no electric bell to call classes to recitations, but there was a large bell in the east tower, the gift of employees of the Buckeye Works, now the International Harvester Company. This bell called to chapel exercises, announced evening study hour, when all dormitory pupils were supposed to be in their rooms, and at 9:30 p. m. served as a curfew. On one or two occasions some bad boys carried out a plot that "curfew shall not ring tonight."

The building was planned to afford "ample and suitable conveniences for boarding one hundred and fifty students." Those who roomed in the building had a place to study; day pupils had to look out for themselves. A few were so fortunate as to secure rooms which had not been engaged by boarders. Board and room, including lights, washing, and heating of room, was *five dollars per week*. Many students who had rooms with private families boarded at the College. In order to reduce expenses, many formed clubs and reduced the cost of meals to a minimum. Of course, many complained of the food served, but that is always to be expected. It was probably as good as most complainants had at home.

In those days there was no such thing known as garbage collection. But, as a matter of course, where there were so many boarders there was much waste, and what to do with it was a serious problem. Finally someone conceived the brilliant idea of a garbage disposal plant in the form of pigs, not two-legged ones, but *bona fide* four-legged pigs. These were kept at some distance from the building, on land owned by the College, where the athletic field now is. Boys in those days were as full of pranks as those of the present, ever ready to distinguish themselves in some novel enterprise, so they determined to make the first Hallowe'en at Buchtel a *red-letter day* in more senses than one. Accordingly, they procured a pot of red paint, and deliberately and with malice aforethought colored those poor porkers a brilliant red.

It may be of interest to compare college expenses in 1872 with those of today. At that time, for college courses, the tuition was *thirty dollars per year*, and in the preparatory department, eight dollars for each of the three terms. Room rent in the dormitories was ten dollars per *year*, and in 1873-4 it was reduced to nine dollars. For preparatory students it was *three dollars per term*.

The catalog for 1872-3 says, "By the liberal donation of General L. V. Bierce of Akron and other friends of the College an elegant and spacious room has been fitted up for a library. It has already been furnished with many volumes of valuable books. It has space for more." In connection with this statement the following extract from Chapter VIII of the *Laws and Regulations* is interesting and enlightening, "The Library shall be open to students in term-time at least one day of every week at such hours as may from time to time be appointed."

It will thus be seen that the library of those days was more for ornament than for use. The "many volumes of valuable books" were not placed in position for a considerable time;

things were in such an unfinished state, and there was so much else to be done, that little attention could be given to the library. The "elegant and spacious room," located on the third floor, was known to students as the Bierce Library chiefly because they could read the marker over the door. It should be said, however, that on the first floor were two reading rooms furnished with racks containing the daily papers and a few periodicals, and that these were used freely at specified hours. But no better evidence of Buchtel's growth can be furnished than the contrast between that primitive library, open once a week, and the fine library building which, thanks to the generosity of Mr. Frank Mason and Mr. Frank A. Seibeling, adorns the campus today—a building beautiful to look upon, well stocked with useful books, and open every week day for the use of Akron citizens as well as the students and faculty of the University.

Very primitive, too, at first, were the facilities for laboratory work. The first three catalogs of Buchtel College contain the following brief announcement: "The college owns a good Philosophical and Chemical Apparatus of the latest and most approved kind. A valuable cabinet of minerals is being furnished the college." The laboratory which housed this apparatus was situated on the first floor, and consisted of two rooms. One was a spacious room furnished with seats for classes, and containing a large counter at one end on which the professor placed his apparatus and performed his experiments. The students were merely lookers-on. A small room in the rear contained the chemicals needed and apparatus not in use.

The catalog for 1875-6 contains the same stock announcement with one sentence inserted. That sentence is significant: "It has a Laboratory, open to students, well furnished with apparatus for making chemical experiments and analyses." The reason for the change is due to the fact that the year 1875

marked the coming of Professor Charles M. Knight. Professor Knight, assisted by Professor Mayo, at once made a change in both the character and the location of experimental work. The two cleared out a room in the basement, fitted it up with working sinks, and requisitioned a number of wash bowls for use in experiments, put in some additional gas-pipes, water-pipes, and faucets, and the result was a laboratory for students' use.

Let it not be supposed that the students of those days had an easy time because of the lack of library and laboratory equipment and the general newness of things. Almost all recitations were held five times a week, the professors assigned long lessons, and the textbooks used were far from elementary. Let a student of the University of Akron today procure a copy of Butler's *Analogy*; let his professor require him to prepare a lesson therefrom as long as was assigned in those days, and—see him wince! When he has learned that, let him prepare a lesson from Guizot's *History of Civilization* to be recited as Miss Spalding required. After having an opportunity to rest his brain, let him prepare a lesson in Latin or Greek for Professor White, one of the most learned and exacting professors the College ever knew, or a lesson in German for Professor Carl F. Kolbe, another of similar type. Any student who handed in a German manuscript carelessly written, or who attempted camouflage in an oral recitation, soon felt himself dwindling almost to nothingness. The lessons in mathematics assigned by Professor Fraunfelter—who came somewhat later—often required not less than four or five hours for preparation.

Two members of the first year's class selected Dana's *Mineralogy* as one of their studies. For practical work they were shown a pile of stones on the third floor, in a room intended for a museum, but not fitted up because of lack of equipment, time, and labor, and were given hammers, blow-pipes, acids,

files, etc., and told to go to work. While they were engaged in solving the mystery of what lay before them and preparing a report on the data secured, the professor went about his duties elsewhere.

All students of the early days were given a pamphlet, upon entering, entitled '*Laws and Regulations of Buchtel College*'. There were eleven chapters, filling eight closely-printed pages. Nothing was overlooked or omitted that could possibly affect a student's demeanor. Students who were inclined to regard these Rules as "a mere scrap of paper" changed their minds very quickly if they tried to evade any of the provisions. In these later days of student self-government, when students are left so much to their own honor, these old Buchtel restrictions must seem like relics of the Blue Laws of Connecticut. However, then, as now, laws were not irksome to those who tried to do right, and mistakes were overlooked or pardoned whenever the right spirit was shown.

A glance at the *Laws and Regulations* will make clear that the discipline of the College was rigid. All pupils were required to attend church on Sunday, but were privileged to select their church home. Failure to attend received due punishment. It was a serious offense to be seen walking with one of the opposite sex without permission. Shades of Buchtel! Was life really worth living then? The girls' dormitories were on the west side of the building, the boys' on the east, and the division doors were kept securely locked after the ringing of the curfew. Those doors had key-holes. Were tender messages ever carried through them? Some said so. Doors cannot swing if too tightly fitted, but usually there is space enough underneath for an envelope to pass. Was it ever utilized? Many think it was.

¹(Editor's Note: These *Laws and Regulations* are reprinted in the Appendix to this History, where they may be read and studied in detail.)

Dances were held every Saturday evening in the dining-room. They were largely attended by students and invited guests, but were required to close at an early hour. Both square and round dances were on the program, but in the latter, each person waltzed with one of his own sex, no gentleman ever daring to embrace his beloved, even for a brief instant.

After supper each night boys and girls had a social hour in the lower halls until the study-bell rang, and it is needless to say these were greatly enjoyed.

Gentlemen were allowed to call upon their individual lady friends on Friday evening, if they were fortunate enough to secure permission and the use of the reception room or a music room; but the doors were kept open, of course. Was it not strange that dormitory girls thought the water at the drinking fountain on the first floor far better than the water on their own floor, and that they would deliberately walk past those open doors and sometimes glance that way?

II

EARLY DAYS

(BEING REMINISCENCES OF A MEMBER OF THE CLASS OF
1876, AS THEY APPEARED IN *The Buchtelite* FOR
OCTOBER, 1889)

As to the beginnings of my recollections of Buchtel College, they date back to as early a time as those of Mrs. Cole. That is to say, they antedate the College. I, too, very well remember the old graveyard, remember one Sunday afternoon playing with other little girls in among the graves on the old hill, long before it had entered anybody's head to change the quiet resting place of the dead into as lively and active a spot as a college campus. Imagine for a moment if you can what the departed shades of those venerable old grandsires and grand-dames would think if they could gather on the campus around the group of students who belong to the "Buchtel College Ath-

letic Association" on the night when that dignified body has its first meeting. Imagine them wagging their venerable heads in despair over the degeneracy of the present age. Imagine them saying one to another, "O, Tempora! O, Mores! what new kind of mental discipline might this of our descendants be"? If spirits ever do come back to haunt the scenes where they were laid to rest, what could we imagine that would be more likely to call them forth than the pandemonium that reigns on Buchtel campus on that night, in our own time?

I, too, remember watching the great procession on the day when the cornerstone of Buchtel College was laid—remember looking with a feeling of profound veneration upon the silvered head of Horace Greeley as the carriage bore him up College Street. I watched the procession from the roof of a porch, and have no doubt I shouted and clapped my hands as enthusiastically as the rest when the venerable old gentleman passed by, bowing and smiling to the people.

I, too, came as a student into the first chapel exercise that was ever held in Buchtel College. Day students in those days were allowed to rent rooms for study, and I remember coming to choose a room before the shavings were swept up or any furniture had been moved in. Those first days and weeks were chaotic indeed, in more respects than one.

There was one novel feature of the early chapel exercises at Buchtel which I have no doubt the students of the first year will remember. It was the manner of making out the schedule of classes for the term. In those days when there was an almost total lack of classification, it was the custom of the assembled body, faculty and students, to act in concert in making out, or at least in revising, the schedule. I cannot say that I was so favorably impressed with the results of this method as to advise my co-workers in the faculty of today, when perplexed over what seem insurmountable schedule difficulties, to return to the old system with any hope of simplifying

matters. The president asked what students wished to pursue a certain study, and then, having taken down their names, tried various hours until a time was found when all could recite. To still further complicate matters, the textbooks for that study were distributed then and there.

The chapel exercises were in those days considerably longer than today, but as I remember them, the additional time was not occupied in the devotional exercises, but in general exhortation and admonition, and sometimes when occasion demanded, admonition which could hardly be called general. Occasion seemed to demand that kind of missionary effort from the officer in charge much oftener then than in our day.

The old student, upon coming back to Buchtel, observes many changes. For one thing, he is in a constant state of wonder over the social privileges allowed the student of today, and is continually contrasting the happy freedom of the present with what he chooses to consider the bondage of the earlier time. I have recently read, with a great deal of interest and amusement, a copy of the laws and regulations of that first year of college history. I can imagine the electric shock that would be experienced if those rules should be reprinted and passed around to our students some morning in chapel as embodying the present system of government.

I will make a few quotations from these first rules of Buchtel College, remarking in passing that there were eleven chapters in all, making a pamphlet of eight pages, close print.

Chapter IV., Rule 11, reads as follows: "Absence without permission from prayers once, receives two demerits; from church once, four demerits; from a college lecture, three demerits; from a recitation, two demerits; absence from the College Building during the hours of recitations, without permission from the President or some members of the Faculty in charge, or passing beyond College limits at any time without liberty, will subject a student to private admonition, or discipline before the Faculty."

Chapter X., Rule 13, reads as follows: "At all public exercises given in the College Chapel, the young men will occupy the east side, and the young women the west side." I imagine that

Rule 16 of the same chapter would, if enforced today, be disastrous in its effect upon the boarding department. It reads: "Students boarding in the College will receive one demerit if five minutes late at a meal, or for any disorder in the dining-room, or for tarrying in it after meals, or for any misconduct in coming to or going from it."

The final result of all these demerits is given in Rule 17: "Students having received five demerits, will be privately admonished; having received ten, they will be publicly admonished; having received fifteen in the same term, they will be subject to suspension or expulsion."

Such a thing as a daily social to which all gentlemen and ladies are invited was unknown and undreamed of in those days, and would have been considered subversive of all law and order. Observe the propriety enforced even in the seating in chapel and at public entertainments as quoted above from Chapter X, Rule 13. Buchtel College seems originally to have believed that the old Puritan meeting-house arrangement of the sexes was the only safe plan. When we consider the constant fears and fancies that seem to have troubled the officers of the institution during those early years with reference to the relations of young men and young women, we question whether their assent to the doctrine of co-education was a very hearty one, and whether there was not a good deal of mental reservation upon the whole subject. The fact that greater freedom is allowed today is, we believe, an indication of growth toward the broader spirit which should animate a college in distinction from a "Young Ladies' Seminary" or a boarding school.

We see many indications of the academy idea in the earlier years. The original structure of the college building itself shows the predominance of the boarding-school rather than the college idea. The discipline of those early years was obviously fashioned upon the academy plan.

There were one or two other novel features of those early days which may be interesting to the student of a later time. One was the great day of public examination.

The good old way of conducting examinations is indicated by another extract from the *Laws and Regulations*, as follows:

"There shall be an examination of the classes at the close of each term. These examinations shall be conducted in the presence of as many of the Trustees as can attend, and of a committee at large designated by the Faculty. This committee shall be requested to mark by numbers their estimate of the standing of each student. The committee shall be requested to prepare a report for the Trustees giving their views of the examinations, the rank of the students, and the merit or demerit of the instruction."

Not only were trustees and visiting committee invited, but the general public, the people of the city and surrounding country. "But did they come?" you of a later date will ask with incredulity. Indeed they did come, and gladly. It was an occasion for the display of a sort of mental gymnastics. Before the assembled audience the student was bidden to stand and set forth his ideas upon some weighty problem of moral or mental science—or to go to the blackboard and demonstrate a proposition in geometry, or deduce some mathematical formula. It was a terrible ordeal for the green or bashful student. It is to be hoped that the public enjoyed it. Somebody ought to have done so, and I am sure the students did not.

Gradually the oral examination was supplanted by the final written examination, and it of late years has given place to what we believe to be the more rational system of the test and daily grade. I distinctly remember one of my first written examinations. We were left entirely to ourselves with the questions on the board in front of us. Our textbooks were piled up on the platform; we were put upon our honor. I hope that the experiment of trusting to the honor of students has as a general rule a better result than it had upon this particular occasion. One or two members of the class, out of pure love of mischief I am sure, after having written an answer to a question would say, reading it aloud: "Seems to me

that doesn't sound just right;" then, turning to the next neighbor, "Is that the way you have it?"

Whereupon the two would compare notes, and finally decide that we might as well be exact since the original source of our knowledge was within easy reach; and so, stepping to the platform, one or the other would pick up a textbook and read the passage verbatim. Not being deaf, the rest of us could hardly fail to refresh our memory by the passage thus read in our presence, and I venture to say that few classes in Buchtel College today, advanced as she may feel herself to be, produced test or examination papers as correct as were those of a certain class in moral philosophy during those early years. That the class had been studying *moral* philosophy is worthy of remark.

One other great feature of that age was the afternoon set apart for public rhetorical exercises. How often it came I do not recollect, but it was an occasion long remembered and long looked forward to, not always, however, with the most pleasing anticipations. No merciful provision was made then, as now, by which the new student had a chance to overcome his first feeling of awkwardness and strangeness before his own class. No proclamation was issued that upon a certain day he must appear before the public with an original production. The day itself was in some respects like the great examination day. The lower chapel was crowded. In those good old days it was not necessary to drum up an audience for rhetorical exercises; both students and the public seem to have had an insatiable hunger for college oratory and poetry.

I remember with what awe I used to look up to one of the older men of the students, at once the Nestor and the Homer of our company. I have no doubt the following lines, which formed the refrain of each verse in one of the more pretentious efforts of his muse, will call up a vivid picture in the minds of some of the older readers of *The Buchtelite*:

"If you want to gain extensive knowledge,
Come and obtain it at Buchtel College."

I can still see the imposing figure of the poet, as he stood upon the platform, and hear the sonorous tones of his voice as he chanted his verses.

In looking over some of the early documents of the College, I recently came across a pamphlet, bearing the date 1870, containing a history of the early movement toward founding the institution and an advertisement of the prospective college. In this pamphlet I found the following statement: "Adjoining Akron on the east is Middlebury, an enterprising town of 2,000 inhabitants, soon to be connected with Akron by a street railway running by the college campus." How far this prophecy came from fulfillment no one knows better than the writer of this sketch. It was her painful privilege in the heat of summer and the cold of winter; in rain, snow and sleet; through mud and over ice, to plod her weary way for six years from that same enterprising town of Middlebury to Buchtel College, in search of the "extensive knowledge" of which our early bard so eloquently sang. The writer, however, congratulates herself that she did not, confiding in that little word "soon," sit down and wait for the street railway to be built before getting her college education.

THE COLLEGE ON THE HILL

Written by Lulu Weeks Knight, ex-'06

There is a college on the hill;
'Tis crowned with Heaven's blue;
And golden hopes its doorways fill
In manly hearts and true.
The brightest sunbeams gather here,
The sweetest south-winds blow;
There's many a smile of merry cheer
And many a gladsome glow.

CHORUS

Sing yoho, Sing yoho,
Sing tenderly and clearly,
Sing yoho, Sing yoho,
While our hearts with feeling thrill;
Sing yoho, Sing yoho,
For the place we love so dearly,
Sing yoho, Sing yoho,
For the college on the hill.

There is a college on the hill,
Where tender memories throng;
And faithful hearts are clinging still
To oldtime love and song.
But we in heart can cherish here
The old, and still, the new,
For time can only make more dear
The old gold and the blue.

There is a college on the hill;
Oh, may she stand for e'er,
Untouched by aught of wrong or ill.
The fairest of the fair.
Oh, may her laurel wreaths be won
With pure undying fame!
Old Buchtel, live thou proudly on,
Beneath thy founder's name.

CHAPTER V

THE ADMINISTRATION OF PRESIDENT CONE

1880-1896

TEN years had passed since the incorporation of Buchtel College, eight since it first opened its doors for the admission of students. In so short a period of time it was not to be expected that a new institution of this character should have become fully and efficiently organized.

So, at the beginning of this third administrative period in its history, the College was still confronted with the real problems of every such new institution; viz., strengthening its faculty, organizing and classifying its students, developing its courses of study, increasing its equipment, and putting itself upon an adequate financial basis.

On June 26, 1880, the Board of Trustees of Buchtel College at their regular annual meeting, having received and accepted the resignation of President Rexford, appointed a committee consisting of John R. Buchtel, the Reverend J. S. Cantwell, D. D., Judge N. D. Tibbals, General A. C. Voris, and the Honorable S. M. Burnham, "to secure a man who, in their opinion, would fill the chair of President in a satisfactory manner, and report their decision to the Board." At a special meeting of the Board called on August 3, 1880, Doctor J. S. Cantwell reported for the committee "that, in the opinion of the committee, Doctor Orello Cone, of Canton, New York, was the best and most available man to be found for the Presidency of the College." It was thereupon unanimously voted by the Board "that the Presidency of the Faculty of Buchtel College be tendered to Doctor Orello Cone." Doctor Cone accepted this appointment and entered upon the duties as

"President of the Faculty" of Buchtel College the following month. On Monday, September 13, public inaugural services were held in the College chapel. The Honorable John R. Buchtel, president of the Board, delivered to Doctor Cone the keys of the institution and invested him with full authority as president of the College. Doctor Cone responded with an able address, in which he dwelt at length upon the tendencies of the times as affecting the proper development of educational ideals, particularly those pertaining to higher education.

Before coming to Buchtel, Doctor Cone had been for fourteen years Professor of Biblical Languages and Literature in the Theological School of St. Lawrence University, Canton, New York. During these years he had gained fame steadily as scholar and author in the field of New Testament criticism, partly by articles of unusual merit which appeared in leading religious reviews, but especially by his published books, *Gospel Criticism and Historical Christianity*, *The Gospel and Its Earliest Interpretations*, *Paul the Man and the Missionary*, and *Rich and Poor in the New Testament*. These volumes at once took their place among the foremost authorities on the topics treated, for they displayed not only an excellent sense of literary form, but love of learning, wise judgment, exact scholarship, and a thorough grasp of the subjects under consideration.

As showing the high esteem in which Doctor Cone was held by the Universalist denomination at that time, as well as the confidence in his ability to fill the important position to which he had been called, we quote from articles in the two leading Universalist papers of that day, as the articles were reprinted in the *Akron Beacon*. *The Star in the West*, published in Cincinnati, said:

"We congratulate the Universalists of Ohio in this choice of a President for our important institution. We believe it will be ratified by the entire denomination and prove acceptable to all patrons of the College. Rev. Dr. Cone is well and honorably

known among us from his long connection with St. Lawrence University, where for twelve or more years he has been engaged in the work of education. He is in the prime of life, a gentleman of wide culture and scholarship and of noble zeal and devotion to the work to which he has consecrated his years. His influence over his students has always been notable, and as the President of Buchtel College he will have a fine sphere for the exercise of his personal influence with corresponding results over the young minds and hearts committed to his charge. We have no doubt that his administration of the College will be highly successful, and that from the time he begins his labors a new era of prosperity and usefulness will dawn for our beloved institution."

The *Christian Leader* of Boston commented as follows:

"In the rooms of the Publishing House Mr. Buchtel of Akron and Dr. O. Cone of Canton met the past week. And then and there the deed was done. Formally Dr. Cone accepts a call to the Presidency of Buchtel College.

"Regret and expectation mingle in about equal proportions as we learn of this decision. To the Canton school it is a loss. His accurate and increasing scholarship, particularly in the department which his professorship covered, his aptness and thoroughness as a teacher, and the interest, personal as well as professional, which he uniformly took in his scholars, have combined to make him exceptionally useful in his important trust. His place, we shall hope, can be filled, yet it will be difficult to find a successor so exactly adapted to duties for which no qualification is more valuable than long experience.

"The position he accepts is, in many respects, unlike the one he leaves. It is less special and far more inclusive. The teacher is also administrator and financier. The life will be a new one. We cannot doubt that the faculties are there only waiting to unfold. Buchtel must feel the prestige of ripe scholarship at its head. . . . We congratulate the Buchtel management. . . .

"Our cause in Ohio and in all the West, yes in the whole country, will be immeasurably strengthened."

The office of president of a college is a position that calls for a wide range of personal characteristics if one is to be in any great degree successful throughout a long period of years. In earlier days it was essential that he be a minister of the gospel, especially in a denominational school. He should be a thorough student, a scholar of wide and thorough culture. He should be a student of human nature and a wise judge of men, in order that he may gather about him strong men and

women for his co-workers. He should be a shrewd and capable disciplinarian to lead young people of college age to have proper respect for discipline and authority without unduly antagonizing them. Especially in earlier days was the matter of student discipline and government a very different problem from that of today. Another very important qualification of a college president is that he should be a leader among men and at the same time a good mixer. A president of a college should further be a good money-getter himself, or he should have the faculty of commanding those who are able to secure it. Without large and ever increasing funds for operation, for expansion, for endowment, no institution can expect to keep pace with the modern demands made upon it.

College boards of trustees know only too well how difficult a matter it is to find at the proper time the right man endowed with all these exacting qualifications. President Cone possessed many of them to a marked degree. The rapid growth of the institution for a number of years after his coming to Buchtel bears testimony to the ability with which he administered its affairs. The faculty was strengthened from time to time by adding to the coterie of strong men and women which he found when coming to Buchtel others of like strength and scholarship, as opportunity offered and as the needs of the institution increased. Old courses of study were improved and new departments were added. And withal the student body showed a healthy increase in numbers from year to year.

The one important qualification wanting in President Cone was the ability to command financial assistance for the institution from men and women of means.

During the earlier years of his administration, so long as Mr. Buchtel was living, the financial problem was readily solved, for Mr. Buchtel had money to give, and it was his pleasure to contribute generously to the needs of the College; moreover, his giving became contagious with other friends of

the institution. But with Mr. Buchtel's passing in 1892, together with the business depression of the country during the ensuing years, the financial strength of the College began to wane. Few colleges of the country, especially the smaller ones, are sufficiently endowed to operate under the ever-increasing demands for strengthening courses of study, adding new departments, taking on additional instructors, procuring new and up-to-date equipment, etc., without a considerable discrepancy each year between the annual budget and the normal income. Buchtel was no exception to this recurring phenomenon. President Cone repeatedly called the trustees' attention to these conditions in his annual reports. But, as "hope springs eternal," there was always the belief that some means would be found to provide for these expanding needs of the College, and so long as Mr. Buchtel was alive and actively interested in the affairs of the College the trustees, perhaps often against their better judgment, deferred to the insistent demands for expansion. With the reversal in the tide of the business affairs of the country about 1893, Buchtel was operating upon a scale such that to have brought her expenditures within her normal income would have resulted in the practical closing of her doors.

In an effort to meet the crisis, the Board of Trustees appointed a committee of attorneys from their number to investigate and report as to what were their duties under the circumstances confronting them. As a result of the report of this committee, the Board reached the conclusion that it was their duty to continue to operate the College as best they could rather than to take drastic measures that would inevitably result in closing its doors as a college of standing. The policy then became one of contraction and reduction in expenses rather than one of expansion as had heretofore been the policy. President Cone had never professed any ability to secure funds for the institution. In fact, he did not concede that it was

really one of the duties of the president of a college. His refinement of temperament was naturally averse to approaching people for money gifts. His thought was that such duties should be assigned to some special representative of the institution, employed for the special purpose of securing financial help. In accordance with this idea, the plan was tried at various times, but without adequate results. And so the affairs of the College continued from year to year until in 1896 Doctor Cone resigned the presidency after a service of sixteen years. Twelve of these years covered the most prosperous period in the institution's history, and it is deeply to be regretted that the circumstances attending the last four years of this administration should have cast a shadow over the brilliancy of its earlier successes.

Following his retirement from Buchtel, Doctor Cone accepted a pastorate at Lawrence, Kansas, which he held for two years. He was then recalled to the Theological School at St. Lawrence University, Canton, New York, whence he had been called eighteen years before to the presidency of Buchtel. He continued to fill the chair of Biblical theology at St. Lawrence up to the time of his death on Saturday, June 24, 1905. During his years at Buchtel, in addition to his duties as president, he held the Messenger Professorship of Mental and Moral Philosophy, and delivered lectures to the junior and senior classes in political economy, psychology, and ethics.

FACULTY

The true measure of the success of an institution of learning is not found alone in the personal attainments and activities of its president. No matter how well equipped he may be for that important position, or how faithfully he may perform its functions, he alone cannot build up a great college. Given a strong and scholarly man at the head of an institution of learning, one of the greatest factors contributing to its success is to be found in the personnel of its faculty. Indeed, the real

strength and efficiency of an educational institution is measured in a very large degree by the character, the training, and the individual loyalty of the persons who make up its corps of instructors. In the main the men and women who have occupied the various chairs at Buchtel from time to time have been of such marked character as to give to this institution very high rank among the smaller colleges of the country. Not a few have served for long years with such distinction as to become greatly endeared to the students who have come under their training.

At the time when President Cone assumed the direction of affairs at Buchtel in the fall of 1880, there were three men upon the faculty of the college proper who had been with the institution nearly from its beginning. They had been personally interested in the development and organization of the school, and had put into their respective departments such personality and efficient methods of instruction as to give to the institution, in subsequent years, an enviable reputation for real college training.

The three men referred to were Professor Carl F. Kolbe, Professor Elias Fraunfelter, and Professor Charles M. Knight. The mention of these three names at once recalls in the minds of those students of early days who have been fortunate enough to come under the personal direction of these great teachers, keen recollections and deep gratitude for the strong influences for good which those men have exerted upon their daily lives. Many are the students of old Buchtel who count it a rare privilege to have studied under them.

At the very opening of the College in 1872 Professor Carl F. Kolbe was called to the chair of modern languages, and it is stated that he had the distinction of hearing the first recitation in the new Buchtel College. These early recitations were held, it is reported, even before the structure was fully completed. In the early days of the College the department

of modern languages was very largely confined to the study of the German language and literature. Little French was offered, and no Spanish, until in later years. But the study of German under Professor Kolbe was indeed a real study. With the adoption of the elective system in 1882, and its gradual extension in subsequent years, it gave greater opportunity for broadening the work offered in this as in other departments. And Professor Kolbe was always alert to give the student the widest possible range in his studies that might be consistent with thoroughness. In recognition of the distinguished services rendered by Professor Kolbe in educational work, Lafayette College conferred upon him the honorary degree of Master of Arts, and in 1890 Lombard College conferred the honorary degree of Doctor of Philosophy. Doctor Kolbe continued to occupy the chair of modern languages throughout the entire administration of President Cone, and up to the day of his death on May 10, 1905—in all, a period of thirty-three years, excepting only the one year, 1877-8, when leave of absence was granted him.

Professor Elias Fraunfelter was another of the trio of strong and noted teachers in Buchtel College at the beginning of President Cone's administration. He entered upon his work as professor of mathematics and civil engineering in 1874. Professor Fraunfelter occupied the chair of mathematics, but in the vigor and action which characterized his teaching the "chair" was very little used. He always mingled closely with his students, entering into the details of the solution of their problems at close range. And yet withal he was dignified and exacting in his relations with his students. None ever presumed upon undue familiarity to "bluff" through a lesson in his classes. Professor Fraunfelter was a man of action. In setting forth with his class for the day's work in surveying, it was always, "Come on, boys!" and it was no laggard's task

to follow him, under the heavy burden of transit or level, to the spot where the day's work was to be done.

For three years after Doctor Cone came to Buchtel, Professor Fraunfelter continued as the head of the mathematics department. In the summer of 1883 he tendered his resignation to accept the position of superintendent of the Akron Public Schools.

The third member of that trio of strong men, Professor C. M. Knight, occupied the chair of natural sciences as it was called at that time. This comprised the subjects of chemistry, physics, geology and botany. As might be inferred, so wide a range of subjects could not be adequately covered by one man. Nevertheless, Doctor Knight handled his department, particularly the chemistry, in such an able manner as to give it a very advanced rank among the colleges of the day. Perhaps no other department of the College has sent out among its graduates so many men who have achieved marked success as has the department of chemistry. In 1884, with the coming of Doctor Claypole, Professor Knight was relieved of all the so-called science work except chemistry and physics. These two subjects he carried throughout the remainder of Doctor Cone's administration and for some years thereafter, when he was also relieved of the work in physics. Through all these years the work in chemistry was the delight of Professor Knight's ambitions.

But classroom training alone did not absorb his interest and attention. He always did his share and more as a member of the faculty, in advising as to the development of policies for the institution, in counseling as to those things constantly arising from time to time in the growing and changing affairs of student life, and in improving the courses of study. One has only to read the earlier *Rules and Regulations* that were adopted for the government of the student body, and then compare them with such as are in use at the present time, to see how the

institution has gradually changed in this respect from a very strong system of faculty government in early days to one of almost exclusive student self-government at the present time. And throughout all these changes no one person took a more advanced and progressive part than did Professor Knight.

Likewise in the development of the college curriculum Professor Knight's wise counsel has been strongly felt. Two features in this development have been especially noteworthy at Buchtel. One was the gradual change from the old set courses of study, whereby all studies were definitely prescribed throughout the full four years, to the elective courses which allow the student a wide range of choice in the studies he will pursue for his college course. This change has come about gradually, but it is a noteworthy fact that Buchtel was among the very first institutions of the country to inaugurate this change.

The other feature referred to is the development of the scientific courses of study which, in an increasing measure from year to year, have grown up in the colleges alongside the older classical course. Originally these scientific courses did not take high rank for cultural value and mental discipline as compared with the classics, but with the passing of the years, and under the guidance and direction of able minds and the painstaking judgment of men like Doctor Knight, the sciences have come to take equal rank with other studies in the college curriculum.

ANCIENT LANGUAGES

The professor of ancient languages the first year of Doctor Cone's administration was Benjamin T. Jones, A. M., who had just been transferred from the chair of rhetoric and English literature. Two years later the professorship was divided, William D. Shipman, A. M., an alumnus of Buchtel, becoming professor of Greek, and Charles C. Bates, A. M., professor of Latin. This arrangement continued until the year

preceding Doctor Cone's retirement from the presidency, when the two professorships were again merged, and thereafter both Greek and Latin were taught by Professor Bates.

MATHEMATICS

On the resignation of Professor Fraunfelter in 1883, the chair of mathematics was filled by George S. Ely, Ph. D. Doctor Ely remained only one year. His successor was Charles S. Howe, Ph. D., who had been adjunct-professor under Doctor Ely. Doctor Howe filled this position with great ability for five years, when he resigned to accept a position in Case School of Applied Science, Cleveland. In 1903 he was made president of that institution, a position which he still holds.

While at Buchtel Doctor Howe expanded the work in his department to cover many branches of applied and advanced mathematics, and he was active in raising money for the building of a small astronomical observatory and equipping it with many instruments for practical and precise work.

Perhaps there were no more important and epoch-making developments during Professor Howe's period of service at Buchtel than the organizing of athletics and physical training, the forming of the battalion known as the "Buchtel College Cadets," and the building of Crouse Gymnasium. The details of this work are given on subsequent pages. Suffice it to say here that Professor Howe took a very active part in promoting these projects. In all this work he was actively supported by Professor Tracy L. Jeffords, who served as adjunct-professor of mathematics from September, 1886, until December, 1887, when he resigned to accept an appointment as secretary to the Honorable George W. Crouse, representative from this district in Congress.

Doctor Howe's successor as head of the department was Hermas V. Egbert, A. M., who carried the work forward successfully during the remainder of Doctor Cone's administration.

During this period the position of adjunct-professor of mathematics was filled successively by James H. Aydelotte, B. S., Philip G. Wright, A. M., Tracy L. Jeffords, Ph. B., Charles R. Olin, B. S., Willard H. Van Orman, B. S., and John W. Sleppey, A. M.

BIOLOGY

In January, 1884, the chair of natural sciences was created as distinct from that of chemistry and physics. Up to this time all these subjects were combined under the instruction of Professor Knight.

Edward W. Claypole, B. A., B. Sc., F. G. S., was called from Antioch College to assume charge of this new department of the College. As the life, character, and work of Doctor Claypole are narrated in a subsequent chapter of this history, suffice it to say here that he developed his department into one of the most important, most popular, and at the same time most exacting, departments of the College. He, perhaps as much as anyone connected with the institution, made Buchtel College known and recognized throughout the country as a college of high standards, thorough work, and efficient training. He developed the laboratory and field method of study and research to its fullest degree. He created in his students a genuine love for and interest in the work of his department. He resigned his exacting work in 1897. His going was regretted by a large number of students who had enjoyed the great privilege of receiving instruction from him, and by all members of the faculty who had been associated with him in the administration of college affairs.

ENGLISH LITERATURE AND LANGUAGE

Among the several chairs that were endowed in the earlier days of Buchtel College was one endowed by the women of the Universalist denomination and called the Pierce Professorship of English Literature, named in honor of Mrs. Chloe

Pierce of Sharpsville, Pennsylvania, she being one of the enthusiastic and liberal supporters of Buchtel College during its early development. At the time President Cone was called to the presidency it was thought to be extremely fitting that a woman should occupy this chair, and this feeling materialized when the Board of Trustees extended the call to Miss Maria Parsons, A. M., to accept the appointment as professor of the English language and literature.

For four years Miss Parsons filled the position with marked success. She had a peculiar talent for keen literary analysis and interpretation. Withal she was unremitting in her endeavors to develop in her students any literary talents that might be lying dormant. And she had keen perception as to whether there were any such dormant talents. It was a favorite custom with her to require from her students from time to time original compositions of various literary forms. At one time it would be a narrative, at another an essay, at another a biography, and so on, until the whole range of literary productions had been covered.

Miss Parsons had strong and appreciative friends among those who enjoyed literary subjects. She resigned in 1884 for the purpose of traveling in Europe as private instructor to the sons of the late Colonel Conger. In September, 1895, Miss Parsons was recalled to take charge of the English and rhetoric in the preparatory department, and in 1897 was again appointed professor of English literature in the College, which position she held until 1905.

Upon Miss Parsons' retirement in 1884, the alumni of the institution felt that one of their number ought to be considered in the filling of this position; not simply for the sake of honoring one of Buchtel's graduates, but for the more compelling reason that they felt they had among them one who from training and teaching experience was fully equipped to fill the chair with honor, with credit, and with ability. In consequence

of this movement, Miss Mary B. Jewett, A. B., of the class of '76, was appointed to the chair of English literature. After her graduation, Miss Jewett had taken post-graduate work at Buchtel and later had been appointed to a position in the English department of Hiram College. It was the peculiar merit of her work at Hiram as a teacher, along with her high character as a woman, that commended her, in the minds of her fellow graduates and former associates, for this vacant position at Buchtel. And so Miss Jewett was among the first of Buchtel's graduates to be called to take so important a part in the administration of the instructional work of her Alma Mater. Miss Jewett's affable manner, her keen personal interest in her students, and her enthusiasm for the success of her Alma Mater, combined with her ability as an instructor, made her a favorite with both pupils and faculty. She continued as a member of the faculty until 1892, when she resigned to prepare herself for the medical profession.

Miss Jewett was followed by Miss Margaret G. Bradford, A. B., who resigned the following year and was succeeded by Miss Ellen E. Garrigues, A. M. Miss Garrigues occupied this position during the remainder of President Cone's administration and for one year thereafter. She proved herself a faithful and efficient instructor, and made many warm friends among the students of her time.

HISTORY

Prior to 1885 very little attention had been given to the study of history beyond perhaps a term or two of Green's *History of the English People* offered to freshmen. At this time, however, the study of history was given more prominence in the curriculum, and Miss Dora E. Merrill was appointed to give instruction in this subject. Unfortunately the financial limitations of the institution would not permit the full development of this new department to the extent of its importance in the work of a liberal education. But Miss Merrill made it

not only a popular subject of study, but also a most valuable branch of the curriculum during her seven years at Buchtel. Miss Merrill came at the same time as Miss Jewett, and their term of service was co-terminous. While here they were almost inseparable companions, and this intimate association continued long years after leaving Buchtel. Upon Miss Merrill's retirement, the instruction in history was merged with the work of the instructor of English literature.

ELOCUTION, RHETORIC, AND ORATORY

From 1886 to 1890 Miss Ada M. Mariner, M. S., B. O., filled the position of instruction in elocution. Upon her retirement the work was enlarged, a chair of oratory and rhetoric was established, and Cecil Harper, A. M., was appointed to fill the position during the year 1890-1. The next year L. Alonzo Butterfield, A. M., Ph. D., was elected to the chair and remained with the institution four years. He was followed by Mrs. A. M. Garrigues as instructor in oratory during the years 1895 to 1897.

The work of this department was thereafter much curtailed, but during the period of its continuance it was very popular with students inclined to such work, and served probably more than any other department of the College to win a favorable impression from the public. Later the subject was again put into the college curriculum.

LAW

In 1883 the faculty established among the electives offered to the seniors a course of lectures on American constitutional law and international law. Mr. A. B. Tinker, M. S., LL. B., was appointed to give this work, which he did with marked ability during the period from 1883 to 1890. He was succeeded by Major Frederick C. Bryan, A. B., LL. B., and Judge Charles R. Grant, A. B. The course in law was discontinued in 1894.

PREPARATORY DEPARTMENT

When Buchtel College was first established it was deemed fitting to establish a preparatory school in connection with it, primarily as a feeder for the college proper. During the entire period of Doctor Cone's administration the preparatory department was under the direction of Miss Jennie Gifford as principal. Miss Gifford during all these years was a judicious administrator, an able instructor, a strict disciplinarian, a wise counsellor, and a genuine friend to those who merited her friendship.

BUILDINGS AND GROUNDS

In 1880 the campus embraced the block between Carroll Street and Buchtel Avenue (then known as Middlebury Street) substantially as it now is, with the exception of certain houses and lots fronting on Carroll Street between Sumner Street and the west line of the gymnasium. These lots have been acquired from time to time until this entire block is now embodied in the campus.

During the eighties no particular plot of land was set apart for athletic games. Certain vacant lots south of Carroll Street and opposite the campus were used for baseball and football games. In time these lots were built upon and were no longer available for playgrounds. In 1892 the college trustees purchased the tract consisting of about four acres located about five minutes' walk to the south of the campus at the corner of Kling and Wheeler Streets. This was enclosed with a high fence and a grandstand was erected to accommodate about three hundred people. This field was fitted up with baseball field, football field, cinder track, and at times with tennis courts. "Buchtel Field," as it has been called, has served not only for games by the college boys, but it has been used also for practice by Akron high school boys, and more recently by other amateur athletic teams of the city.

The "Old College Building" was the only building upon the campus, other than the president's house, during the early eighties. This is the building pictured in the minds of all the earlier students and alumni when you speak to them of "Old Buchtel." It was an imposing structure, five stories in height, two hundred and fifty feet long, and stood out prominently from the campus heights. It could be seen towering high above all the rest of the city from all parts of the surrounding country. When this building was first erected it was especially adapted to the combined needs of a dormitory and boarding school, but as time developed the particular needs of the College there was less and less need for the dormitory feature, while the need for more and larger recitation and laboratory accommodations kept growing. Hence it became necessary from time to time to remodel the interior arrangements by removing partitions and converting sleeping and living apartments into schoolroom requirements. And to the close of Doctor Cone's administration the "Old College Building" served its purpose well as dormitory, boarding hall, and recitation and laboratory building.

The two new buildings secured during Doctor Cone's administration were the astronomical observatory and Crouse Gymnasium. As the story of their erection is told fully elsewhere in this History, we shall not repeat it here. Suffice it to say, that the building of the gymnasium was one of the most important events for the College at this time in the way of material expansion.

ALMA MATER TRUE

CLASS SONG OF THE CLASS OF '82

(*The author of this song was Agnes Kuleman, '81, since deceased. The music for it was composed by A. S. Kimball, at that time professor of voice culture and harmony in Buchtel College. The song was first published in "The Buchtel," the annual published by the senior class in 1882. Of the six stanzas we give three—the first, third, and sixth.*)

Crowning the crest of Ohio's hills,
Afar to the North where Erie thrills
The earth with his rapturous waves, stands she
Who links our common destiny,
Beloved Alma Mater!

REFRAIN

Sing for Alma Mater true,
Sing for Alma Mater true,
Sing for Alma Mater true,
And the good staunch class of '82.

Ah, well! the story can soon be told;
Those years, more worth to us than gold,
Brought Sophomore wisdom, Junior wit,
And what the Seniors add to it—
The dignitas Senioris.

Long live the class of '82!
Long be she to her watchword true!
Long be the thoughts of college days,
Of jolly student's life and ways!
Long live our Alma Mater!

CHAPTER VI

THE ADMINISTRATIONS OF DOCTOR KNIGHT AND PRESIDENT PRIEST

1896-7; 1897-1901

THE ADMINISTRATION OF DOCTOR C. M. KNIGHT (AD INTERIM)

THE year 1896-7 was a period of transition. The goal to which all bent their efforts was "the greater Buchtel," "the more glorious Buchtel," heralded at the last Commencement Reunion. Until a permanent successor to Doctor Cone could be chosen, it was especially fitting that one should direct the institution whose long experience and sterling qualities fitted him for this important service. Such a one was found in Doctor C. M. Knight, "the scholar and the gentleman," who for many years had filled the chair of chemistry at Buchtel. It has been truly said, "He would have made an excellent president could he have won his own consent." But the charms of the classroom and the laboratory prevailed over the routine and sometimes irksome duties of the presidential office. Justly, temperately, wisely, he performed those tasks, and gave them up to his successor without regret.

It was a quiet year. The attitude of the Universalist Convention toward the College had been shown by a memorial in June, 1896, in which that body asked:

1. That the majority of the Committee on Instruction of the Board of Trustees be Universalists.
2. That the Lady Principal of the Preparatory Academy be of that denomination.
3. That the instructors, if possible, and competent, be Universalists.
4. That preference be given to Universalists in employment about the grounds.
5. That the boys be put back into the East Dormitory.

6. That it be remembered that 90% of college funds comes from Universalists.

One, at least, of these suggestions was followed. For three years the college men had been compelled to room outside the building. This year saw their reinstatement in "East Hall." A Students' Boarding Club was also formed. It was in the hands of the students, but under the supervision of a member of the faculty. The college authorities gave full use of the dining-room and kitchen and the board expense was limited to \$3 per week. The enrollment in college, preparatory, and normal departments was 161 students, not including those in music and art, showing a decrease of nearly 20% from that of the preceding year.

As usual, the community took the College for granted, smiling benevolently over its prosperity, but apparently not appreciating its times of adversity—not indifferent, only thoughtless. The College, naturally, was embarrassed by the three years of general financial distress. There could be no improvements; in fact, so serious was the financial condition that the question of suspending work for one year was gravely discussed, and only the fear of legal complications—involving the forfeiture of the charter—and the deep loyalty of all concerned, prevented this calamity. In this crisis the Alumni Association voted that each of its members pledge \$200; the faculty voted a 10% reduction of salary; the boarding department of the College was discontinued; the secretary reported an increasing deficit with no recommendation to provide. The trustees voted to issue bonds to raise money for the current expenses and the floating indebtedness; also, to publish a denial of the rumor that the College would not open in the fall. Such were the conditions prevailing when, on May 20, 1897, Doctor Knight was appointed dean of the faculty, and Doctor Ira A. Priest, who had been serving the Universalist Church as pastor, was made president.

THE ADMINISTRATION OF DOCTOR IRA A. PRIEST

Doctor Priest was born at Mt. Holly, Vermont, near Rutland, in May, 1856, and spent his boyhood on the farm. In 1876 he left home to get an education, and worked his way through Goddard Seminary and Tufts College, receiving his degree from the latter in 1884. In 1887 he attained his B. D. from the Tufts Divinity School. He held pastorates at Munson, Massachusetts, two years; at Adams, Massachusetts, three years; and at Newtonville, Massachusetts, nearly five years. In 1887 he married Miss Eva Hall, teacher of art at Goddard Seminary. In October, 1896, he came to Akron as pastor of the Universalist Church, and within three months became chaplain and instructor of classes in ethics and psychology at the College. He was inaugurated president of Buchtel College June 24, 1897, and entered on his duties July first.

Doctor Priest possessed many qualities fitting him for this position. He was active, positive, sympathetic and tactful. He was a man of good executive ability and courageous leadership. His method of address was simple, direct, and effective. Both the liberal and conservative parties claimed him. His work at the College in the last six months had given him a knowledge of conditions and management that was invaluable, and an acquaintance with the students that formed an excellent basis for future friendship and sympathy. Great enthusiasm was aroused by his ringing speech before the Universalist Convention, and everyone felt that the tide had turned for a longer and stronger flow under the new administration.

The attendance during the year 1897-8 showed a slight increase over that of the year before. Three valuable members of the faculty, Doctor Claypole, Miss Garrigues, and Miss Bortle, were missing at the beginning; two others, Miss Gifford and Miss Stockman, resigned at its close. Efforts

were continued to maintain the College's very existence. The professors asked for a 25% reduction of salary, which was granted. The president, through Commencement addresses and other speeches, sought to bring the College before the people, while "Reference Committees" on information pertaining to the College were appointed in territories from which the College was wont to draw students.

By this time the need of a science hall had become imperative, and in June, 1899, plans for a \$60,000 building were presented by Herbert Briggs, '89, of Cleveland. The alumni attempted a campaign for the necessary funds, but, finding that the College could not meet its annual expenses, and lacking proper organization, they became discouraged and the plan was abandoned.

While man proposed, God disposed. Shortly after five o'clock on the afternoon of December 20, 1899, the day before the fall term closed, a fire of mysterious origin broke out in the attic at the east end of Buchtel College, and within three hours the building was a heap of ruins. Although a faculty meeting and a Delta Gamma meeting were in progress, and other students were in the building at the time, no one knew of the fire until a man rushed into the west end, shouting the alarm. Two fire departments arrived promptly, but it was soon discovered that the fire was of a serious nature, and five minutes later the entire city department was called out. A half hour after the fire started, the middle and eastern parts of the building were in flames. Workmen on their way home dropped their dinner pails and gave heroic aid to the students and members of the faculty who were carrying books, clothing, and pieces of furniture out of the burning building across the campus into the gymnasium. An hour after the fire was discovered, police officers stopped the work of removing the contents of the building, as it was no longer safe to enter it. Fortunately, no lives were lost, although there were

several narrow escapes, and at one time a number of firemen were nearly crushed by a falling wall. The major part of the library was rescued; the remainder was in the library annex and was totally destroyed.

In financial terms the loss was \$100,000, but no money could redeem what the College suffered in other ways. The priceless collections of Doctor McCollester and Doctor Claypole, second to none in the country, representing their life work and labors; the valuable records of present and past students, representing months of toil and research on the part of the sons and daughters of Buchtel; books and magazines of reference, dating back for a quarter of a century; all these things could *never* be replaced. But hope and courage, faith and love, sprang eternal in the hearts of Buchtel's friends. At nine o'clock the next morning a meeting of students, faculty, and such of the alumni and friends as could be present, was held in the First Universalist Church. An able address was made by President Priest, full of appreciation of loyalty shown, and of reassurance to the young people; by Gerald Brown, '00, and Edson M. Robinson, '01, representing the student body, who pledged the support and return of every one of them; by the Honorable George W. Crouse, president of the Board of Trustees, voicing the regret of the whole city over the disaster, and its co-operation in the future. On the same afternoon, the local trustees, members of the faculty, and a committee of the Alumni Association, met at the president's residence. It was decided to finish the year's work, and a committee was appointed to find suitable classrooms. Two days later some of Akron's prominent business men met in the parlors of the City National Bank in response to Mr. Crouse's appeal. An enthusiastic and unanimous sentiment prevailed to help the trustees, and Mr. Crouse was authorized to say that \$50,000 would be forthcoming from the citizens of Akron. The Board of Trustees, meeting on December 26,

decided to get classrooms and to raise an amount sufficient not only to build suitable buildings, but to secure a surplus ample enough to equip the institution fully and to increase the endowment in order to keep Buchtel in the first rank of colleges of its kind in Ohio. This committee consisted of President Priest, the Honorable George W. Crouse, and Mr. Eberly Smith, banker, of Blanchester. Secretary Olin, who was asked to give an estimate of the total amount of funds needed, reported that \$293,000 was necessary for the following purposes:

- (1) to restore the endowment funds already drawn upon.
- (2) to erect necessary buildings.
- (3) to properly endow the College so as to put it on a self-sustaining basis.

The trustees decided to relieve the president of all classroom work so that he might push the campaign vigorously, and the executive committee was empowered to look after the housing of students for the rest of the year. In consequence, the new term opened with full attendance on the morning of January 4, 1900, all standing for chapel services at nine o'clock in Crouse Gymnasium. Five rooms had been temporarily partitioned off in the gymnasium, and these, together with two small rooms adjoining, and the east room of the president's house, were used as classrooms. The south end of the gymnasium was used as a library and chapel, the basement for chemical and physical laboratories, while the preparatory students met in a business block near the president's house. The women students took up their residence at "Masaldwar,"* a fourteen-room house on South Union Street, with the preceptress, Miss Warner, in charge, under the rules prevailing in the old dormitory. The men found rooms in private homes.

*"Masaldwar" is compounded of the first syllables of the names of the following women: Mrs. Frank Mason, Mrs. I. C. Alden (both of whom gave generously toward the furnishing of Masaldwar), and Miss Elmie Warner, preceptress.

The students and faculty had rallied whole-heartedly to the situation. No less did the community respond. Akron had pledged its \$50,000, the factory girls giving ten cents a week out of their pay. The Cleveland Alumni Association had a meeting, with A. E. Hyre as chairman. A \$2,500 pledge came from Vermont. The Universalist Convention promised to raise \$100,000 outside Akron. A benefit minstrel show was given by the Postoffice employes for three nights and netted \$1,000. Although the required amount had not been raised, the trustees, at their meeting March 21, 1900, were so encouraged that they voted "to erect such a Recitation Building necessary for the immediate needs of the College, to cost not more than \$50,000 (the funds to be taken from the new subscriptions), and to approve the general plan submitted by the Committee of the faculty, Professors Knight and Orth, setting forth the arrangement of all the buildings on the campus which the College is likely to use for some time."

In view of subsequent events it is interesting to know that even as early as this critical period of the great fire, an effort was made to secure at least some measure of city support for Buchtel College. The suggestion seems to have come first from Professor S. P. Orth of the faculty building committee. Professor Orth advocated the removal of the College to a point then west of the city, now in the heart of the new residence section, where a large parcel of land could have been secured at a reasonable price. Professor Orth also consulted with Akron attorneys regarding the possibility of securing support for the institution from city taxation. He was informed that a special act of the legislature would be required, and here, apparently, the matter dropped. It is, however, doubtful whether independence of denominational control could have been secured at that time, since the proportion of Universalist students had not yet declined to such a degree as was

the case fourteen years later when the Municipal University was actually established.

The buildings left upon the campus after the fire were the president's house, Crouse Gymnasium, and the foundations for a building constructed several years before, west of the president's house and the gymnasium. There was also a partially constructed boiler-house west of the gymnasium, with a tunnel leading under the latter to about fifteen feet east of it.

The committee's plan showed a permanent grouping of buildings as follows:

(1) A main building (Buchtel Hall) on the watershed of the campus, slightly back and at the east end of the old college, facing College Street in a direct line with Center Street.

(2) A Natural Science Hall east of Buchtel Hall.

(3) A Chemistry Building south of Science Hall in direct line with the Gymnasium.

(4) Library, Chapel, and Administration Offices west of Buchtel Hall in a line with Science Hall.

(5) Women's Dormitories or Cottages facing Carroll Street.

(6) Preparatory School on the foundations west of the Gymnasium.

(7) Isolated Heating Plant.

Temporarily the arrangements were:

(1) One main building, containing administrative offices, Departments of Modern Languages and English Literature—first floor; Departments of Ancient Languages, Mathematics, Oratory, Natural Sciences—second floor; Physics Laboratory in basement.

(2) Chemical Laboratories in basement of Gymnasium. Chapel and Library in main room of Gymnasium. Preparatory Classes in smaller rooms of Gymnasium. Art Department in upper rooms of Gymnasium. Music Department off the campus.

A building committee was appointed, consisting of trustees George W. Crouse, A. B. Church, and W. L. Carlton, and faculty members Knight and Orth. This committee was authorized "to employ the architect, let contracts, and do all other things on behalf of the Board necessary to erect and equip a Recitation Hall; also to have a competition of architects for plans of one new building and the general arrangement."

Akron, Cleveland, and Columbus architects responded to the invitation, but no plans were entirely satisfactory. F. O. Weary was finally chosen and instructed to draw up new plans. These resulted in locating the main building not farther north than the center line of the old building, with its north and south axis coinciding with the most easterly end of that building. This building, known as Buchtel Hall, is a fireproof structure 105 feet long and 60 feet wide. Its architecture is pure Greek, the materials pink Roman pressed-brick with entrance trimmings and window-frames of white terra-cotta. A broad flight of marble steps leads to the first floor, which is high enough to leave the basement story almost entirely above ground. In the center of this floor is an open court extending to a skylight at the top of the building. A beautiful stained-glass window surmounts the broad double stairway leading to the second floor. There are four large recitation rooms, with a professor's private office connected with each, on the first and second floors respectively.

In June, 1900, Professors O. E. Olin and S. P. Orth were appointed a committee to prepare preliminary plans for a Preparatory Building. The building and executive committees elected Herbert Briggs, of Cleveland, architect, and in July the contract was awarded to Griffin and Briggs, of Cleveland. "The Academy," as it was then named, was a three-story building designed for the use of the preparatory and normal schools and the art school. On the ground floor were the physical laboratories and the separate lockers and toilet rooms for the students. On the second floor were the administration offices and the main recitation rooms, on the third floor the large art room and an assembly room. In 1914, at the discontinuance of Buchtel Academy, the building was turned over to the uses of the Engineering College. In August, 1900, the contract for the heating plant was

awarded to H. Caine and Company and construction was begun.

The year 1900-1 opened with a gratifying attendance, the largest in five years. Early in the year the cornerstone of Buchtel Hall was laid, and, later, the cornerstone of the old building, which Horace Greeley had laid in 1871, was set in the east wall of its vestibule entrance, where it may be seen as a historic relic today.

The year 1899-1900 had seen the complete victory of the elective system. Heretofore, the student was required to follow one of three courses up to the second terms of the sophomore year. Under the new system he was permitted to elect, after his freshman year, in any course. A number of other innovations followed: in 1900-1 the semester plan was adopted, giving the student an opportunity to elect more carefully and distributing the vacation periods more evenly; a lecture course for the students was conducted successfully from 1899 to 1901; the preparatory course was strengthened materially; the Greek course was lengthened to two years; systematic work in gymnasium drill was begun; the art department was discontinued for lack of room; a card catalog of the library and the appointment of a librarian were accomplished; finally, the alumni reported that their Association was now a regularly incorporated body and wished representation on the Board of Trustees. The request was granted after a conference with a committee from the Universalist Convention. The year closed with the impressive dedication of the two new buildings on Commencement Day.

On June 25, Doctor Ira Priest resigned the presidency of the College to enter business life in Akron, and the Reverend A. B. Church, pastor of the Universalist Church, was chosen as his successor.

Probably no period of Buchtel history was so full of critical situations as the time covered by the administrations of

Doctor Knight and Doctor Priest. The original impetus given the institution by its founders had lost much of its former force through the death of John R. Buchtel. Denominational support was insufficient to meet the annual college budget, and student numbers were decreasing. It was indeed difficult to find a successor to Doctor Cone who should lead the way out of the wilderness of troubles which seemed to be closing in upon the institution. The fire of 1899 appeared to many as the death blow for the high hopes and great expectations of a quarter of a century. That the College rallied at all from this blow was a convincing testimonial of its essential usefulness to the community. Had some outstanding leadership developed during those dark days, Buchtel might have continued indefinitely as a private denominational institution, for the sympathetic appeal of the great calamity offered an unparalleled opportunity for the raising of an ample endowment fund. Indeed, it may well be true that the discontinuance of Buchtel College as a private institution finds its first cause in events which happened fifteen years before the actual establishment of the Municipal University. While lack of support from outside sources remained a disappointing feature of the years 1900 and 1901, it is equally true that the local situation showed but little improvement. Akron, be it frankly said, was not yet awake to the value of the institution in its midst. So long as Buchtel remained an object for support from private sources alone, the city refused to consider seriously its own responsibility in the matter. Worst of all, an antagonistic feeling had grown up in some quarters—a disposition to disparage the local institution, which reacted unfavorably on the attendance. Whether a more vigorous and sustained effort after the fire on the part of all interested in the welfare of the institution, to secure ample endowment and equipment, would have resulted in the hoped for regeneration, remains a matter

for question. The fact, however, is apparent that Buchtel after the fire was in no better condition than Buchtel before the fire, except perhaps for the fact that the way had been cleared for building up a modern college plant. The means, however, for building up this plant were lacking, and it was indeed a difficult situation which confronted the new president, Doctor A. B. Church, upon his inauguration into office.

MARCHING THROUGH BUCHTEL

Author unknown

Tune: Marching Through Georgia

Let's sing a song together now,
Yes, sing it loud and clear,
Sing it with a hearty will
And with a ringing cheer,
Sing it as we used to sing
Way back in Freshman year,
While we were marching through Buchtel.

CHORUS

Hurrah! Hurrah! Ring out the chorus free!
Buchtel! Buchtel! Thy jolly children we!
Cares shall be forgotten, all our sorrows flung away,
While we are marching through Buchtel.

Remember good old Buchtel, boys;
We sing it here tonight;
There's magic sound within its name
That cheers you out of sight;
Then sing the song we always sing
When everything goes right
At Old Buchtel on the hill.

CHAPTER VII

THE ADMINISTRATION OF
PRESIDENT CHURCH

1901-1912

IN 1901 there was called to the presidency of Buchtel College a man destined to shape the course of the institution to a marked degree, the Reverend Augustus B. Church. Doctor Church's early life and training, his charming personality, and his wise judgment, combined to make him especially fitted to become Buchtel's president in her hour of need.

Augustus B. Church was born January 11, 1858, in the town of North Norwich, New York. For the first twenty-one years of his life his home was on a hill farm, on which his grandfather made the first clearing and built the first log cabin. During his early training in the district schools he developed an unusual love of books, and as he was physically unfit to become a farmer, he was sent to the Clinton Liberal Institute at Fort Plain, New York, for a four-year course preparatory for the Universalist ministry. Before the termination of his course at the Institute he became convinced that a collegiate training should precede his theological course. On graduation from the Institute, therefore, he entered St. Lawrence University, from which he received the degree of B. A. in 1886. Two years later he was graduated from the Theological School.

After a pastorate of two years in South Berwick, Maine, Doctor Church accepted a call to the First Universalist Church of North Adams, Massachusetts, and began his work there in September, 1890. During his stay in North Adams he strengthened a weakened parish, disposed of an old church

property whose title had been in litigation for eight years, built a new church building in a more desirable location, gave the church a public standing, and made its influence felt in the community. In addition he revived a mission church at Cheshire, was district superintendent of the churches in western Massachusetts under appointment of the General Convention, and served on the city school board with the office of secretary. In July, 1897, he received a unanimous call to the First Universalist Church of Akron.

Doctor Church's work in the ministry was most successful. This was especially noticeable during his pastorate in Akron, where his genial personality, his sterling manhood, and his earnest public spirit went far to bridge the chasm which had been long wont to exist between Orthodox and Liberal. As a part of his work in the ministry he ever identified himself with the work of the Associated Charities, and represented the city of North Adams, the city of Akron, and the state of Ohio at the meetings of the National Conference of Charities and Corrections.

From his first coming to Akron in 1897, Doctor Church was identified with Buchtel College. During President Priest's administration he was instructor in mental and moral philosophy, and he served continuously on the Board of Trustees from 1898 to his death in 1912. In the summer of 1901 he was made acting-president of the College, and permanent president the following March. Buchtel College conferred upon him the degree of A. M. in 1899; St. Lawrence University, the degree of D. D. in 1901; and Tufts College, the degree of LL. D. in 1905.

In 1889 Doctor Church was married to Anne Atwood, daughter of the Reverend I. M. Atwood, then president of the Theological School of St. Lawrence University; they had four children, Evelyn, John, Harold and Dorothy. Mrs. Church took an active interest in the work of her husband,

and the presence of four very real children robbed the parsonage and later the president's house of much of the formality which is wont to surround those places.

Of Doctor Church's personality and its bearing on his work as president, too much cannot be said. Primarily he was an approachable man. His very appearance gave promise of his geniality. His hair had early turned to white, while his remarkable dark, expressive eyes, shaded by shaggy brows, attracted all who met him. In his association with everyone there was a charming informality of manner which put all at ease at once. A common saying among the students of his time was, "Prexy's door is always open." Many a homesick boy or girl sought refuge in the president's office and came away comforted. Many a student smarting under a fancied injustice left with the sting laughed away, for one of Doctor Church's chief assets was a saving sense of humor. Many a student laboring under a load of financial or other trouble came away with a lighter heart. In fact, students hunted for an excuse to drop in at that open door and talk with the president, because they liked to do it and because they were always made to feel so welcome. As a prominent fellow-citizen said of Doctor Church, "He kept ever before him the old-fashioned standard that a liberal education is to make men and women and not intellectual machines."

Doctor Church was patient to a marked degree, and yet not to the extent of being wavering, for there was a firmness about him which resisted everything. Many can recall instances when his righteous indignation blazed forth. And woe to the erring student or organization that provoked it!

Doctor Church had faith in the College, in the denomination which founded it, in the purpose for which it was established, and in the place which it came to fill in the city in which it was located. Nothing could induce him to take any step which would in any way lower its standard or impair its use-

fulness, no matter what influence was brought to bear. The fact that Buchtel has maintained a scholastic standard remarkable in so small an institution, is in no small measure due to Doctor Church's firmness and perseverance.

Perhaps the greatest asset of Doctor Church as president of Buchtel College was his public spirit. From his arrival in 1897 Akron became his city. Its problems were his problems and its interests his interests. He served gladly on committees for public betterment; he fought hard in every campaign for civic improvement. It is a significant fact that his death was probably due to exposure brought on by service to his city, his college, and his church. He had been working hard in a campaign to secure an armory for Akron, an object realized soon after his death. While his vitality was lowered by this effort, he attended a football game on a stormy Saturday, catching a severe cold. Nevertheless he felt it incumbent upon him to speak at the rededication of a church in the southern part of the state, and thus contracted the pneumonia which caused his death.

This keen public spirit of Doctor Church was a most opportune asset for the College. None better than he could have bridged that gulf which so often exists between college and city. The establishment of the University of Akron with Buchtel College as its center, shortly after his death, was in no small degree made possible of accomplishment by reason of the excellent work that he had done in popularizing Buchtel College with the citizens of Akron. As Dean Spanton said in his address at the memorial service in honor of President Church held in Crouse Gymnasium three days after his death:

"What Doctor Church has accomplished here is seen in the larger and better Buchtel of today, larger and better in every way than when he came to his office; in the scores of students who have been stimulated to nobler living by contact with his earnest personality; and in the newer and still greater Buchtel

that is to be—the Buchtel which, whenever it shall come, will be built, in no small degree, on the foundation deep and broad and strong laid by the patience and fidelity of Doctor Church."

The relations of Doctor Church with the teaching force at Buchtel were most happy. A member of the faculty once said that he had never known a college president who treated his faculty with such kindness, sympathy, patience, and appreciation as did Doctor Church, and the men and women whose privilege it was to teach at Buchtel during the eleven years of his administration will vouch for the truth of the statement. Another member of the faculty has spoken of him thus:

"President Church endeared himself still further to the faculty by his high educational standards for Buchtel College. While recognizing the need and the value of athletics and social diversions in college life, he ever insisted that the fundamental business of the student is study, and the true measure of the worth of a college is the efficiency of its graduates in terms of ability, character, and social service."

As expressive of the high esteem in which Doctor Church was held in the city, we quote from an editorial in *The Akron Times* of November 18, 1913, by Judge C. R. Grant:

"In the death of Dr. A. B. Church, not only this community, but mankind, has experienced a real loss. We who knew him, knew in him an accomplished scholar, a public-spirited citizen, a pure-minded patriot, an upright and trustworthy man. Dr. Church was an unassuming man, a plain man, not only of the people but for the people. That is, he was for the people in the same sense he was of them—he was of them in sympathy and for them in helpfulness. Like every other true man of the people, he always put his cause forward even to the overshadowing of his personality. In his contemplation, the office of a liberal education was of the old-fashioned sort—to make men, and not machines; gentlemen, and not apothecaries—at least not primarily. The impulse and the ultimate of college equipping and discipline in his view were three-fold—the acquisition of knowledge, the taking on of culture, the formation of character, each of these ranking above the other in the order named. The tendency of this conception is to call out the whole man. And what calling in life is nobler or more useful? And as it is transfigured in usefulness, what more nearly divine?"

At the time of Doctor Church's assuming the presidency of Buchtel College in 1901, the new buildings had not been long completed. After the fire in 1899 it had been decided that the wiser plan was not to center all activities in one large building as before, but to undertake the more modern group-plan. Three new buildings had been erected: Buchtel Hall, the Academy, and another building housing the heating plant. Buchtel Hall contained the majority of the classrooms, as well as the library and the administrative offices. The chemistry department was placed in the basement of Crouse Gymnasium. There being no dormitories, out-of-town students roomed in private houses throughout the city. During Doctor Church's term of office as president, and in consequence of his unceasing efforts, two much-needed buildings were added to the group, Curtis Cottage and The Knight Chemical Laboratory.

Although Akron did not as yet face the rooming conditions it afterward knew, nevertheless it already had become apparent that the first need of the College in the way of new buildings was a girls' dormitory. Early in 1904, money for this building was secured, largely through a generous gift from Mr. Pitt Curtis of Wadsworth, Ohio. Curtis Cottage was therefore erected—a remarkably well-adapted little building at the time, containing parlor, dining-room, and kitchen below stairs, and nine students' rooms on the two upper floors, besides suitable rooms for the women's fraternities. Ground was broken on Commencement Day, 1904, and the following January the building was ready for occupancy. The building was formally opened with a reception to the people of Akron on Founder's Day, 1905.

In April, 1905, Mr. Andrew Carnegie offered \$25,000 to the College for the purpose of erecting a science hall, with the proviso that the College raise an equal amount. This gift was made by Mr. Carnegie only after a thorough investigation of the College which lasted for six weeks. His decision

was communicated to Doctor Church during the Easter recess, and was announced to the students at the first chapel meeting after their return.

This announcement, coming unexpectedly to the students, was met with great enthusiasm. A half holiday was granted. The celebration lasted far into the night, having as a fitting climax a huge bonfire on the campus. As typical of Doctor Church, it must be mentioned that after the boys had torn up almost all the board sidewalk on that end of Carroll Street and had pilfered much of the lumber from the remains of the "Old Shoe" then being torn down, and although they had done everything in as quiet a way as possible so as not to be caught, Doctor Church appeared on the scene just long enough to proffer the gift of ten gallons of gasoline from his cellar. Needless to say, the gift was accepted. Great was the conflagration, great the enthusiasm, and great the gratitude in the hearts of Buchtel students for Mr. Carnegie as the flames mounted heavenward. As a matter of fact, some little trouble resulted with property owners because of the damage to the sidewalk, but the boys genially purchased lumber to repair the damage, the college janitor supplied the labor, and everything ended happily.

The additional \$25,000, however, came much more slowly than was anticipated. Much credit was due Doctor Church for his persistent efforts to obtain it. Those who have known Akron of a later time and have seen such successful campaigns for all kinds of war activities and for civic betterment, can scarcely conceive of the untiring labor necessary to secure this sum, which seems now so small. *The Buchtelite* of October, 1905, stated that \$3,964 has then been raised. By February, 1906, one-half the amount had been secured, but it was not until two years later that the whole amount was obtained. On Commencement Day, 1908, ground was finally broken for the science hall, and one year from that time the

building was finished and ready for inspection. In appreciation of the splendid service rendered to Buchtel College by Doctor Charles M. Knight, this new building was called The Knight Chemical Laboratory.

During the early part of Doctor Church's administration the athletic equipment was far from encouraging. The athletic field was in poor condition. The grandstand burned down and was not replaced, and only very few bleachers were left for the accommodation of spectators. The fence gradually crumbled and decayed and finally had to be removed, making the field itself a thoroughfare for wandering delivery carts, a condition which soon rendered the grounds unfit for athletic contests. The lack of a fence and of suitable seating facilities also greatly impaired the financial side of the sports. Nolan's Park and League Park were used for athletic events, but because of their great distance from the gymnasium both were exceedingly inconvenient.

In the spring of 1912 a group of Akron business men donated money enough to thoroughly equip Buchtel Field, provided the students themselves would put up the fence. Lumber was at hand and a holiday (?) set aside for erecting the fence. The student carpenters finished the job in two and one-half hours and then repaired to Crouse Gymnasium, where the girls of the Woman's League had prepared for them a bountiful "feed." The grounds were then put in first-class condition, and since that time Buchtel has had an athletic field to compare favorably with those of other institutions. More investments were made in the way of athletic equipment during the next year, and George W. Crouse donated a sufficient sum of money to repair and equip Crouse Gymnasium.

For several years during the early part of the new century the College staggered under the financial blow dealt by the fire. Money came slowly, in spite of unceasing efforts on the part of trustees and president. It is hard for us to appre-

ciate the dogged persistence with which it was necessary for Doctor Church and his colleagues to fight the financial battle of Old Buchtel. Denominational sources had begun to diminish, and Akron wealth had not yet reached its present proportions. Soon after assuming the presidency it became apparent to Doctor Church that some consistent effort must soon be made to increase Buchtel's endowment fund. During the greater part of the time he was president he had been working toward this end. But it was not until 1910 that the situation became critical.

For years—ever since its organization, in fact—Buchtel College had been a member of the Ohio College Association. In the year 1910, however, an attempt was made to standardize the colleges of the state. A standard was set, one of the requirements of which was that every institution belonging to this association must have an endowment of at least \$200,000. Buchtel could meet every other requirement of the standardization, for her scholastic standard has ever been high. Her endowment, however, was at that time just \$100,000, one-half the required sum. A few other institutions of the state faced the same situation. These colleges were therefore put on a one-year probation in the association, with the expectation that during the year they would do their utmost to raise their endowment to the required amount. To this end the trustees of the College decided to put on a campaign for the raising of additional money. At a mass meeting of Akron citizens, called by a joint committee of college and alumni, the needs of Buchtel College were laid before the public.

The week of November 23 to December 3, 1910, was set aside as campaign week. The local papers had previously lent their assistance. *The Akron Times*, with Edward S. Harter as editor, had turned over its paper for one day to the students. All had entered the work with enthusiasm, and

Saturday, May 7, 1910, *The Times* was Buchtel's paper. Fred Read was managing editor. On the staff were A. E. Hardgrove, Laurine Wanamaker, Marjorie Means, and Walker Buel, now Washington Correspondent for *The Cleveland Plain Dealer*. Harold Wells as cartoonist adorned the front page with a representation of Buchtel College, as the keystone of Greater Akron, being lifted to place by Doctor Church. Helen Hackett and Helen Townsend edited a spicy "Wise and Otherwise" column. Fred Theiss, Joseph Hanan, and Elvah Grafton were other members of the staff, while James Cruickshank, Walter Risch, and Leo Jackson had charge of the sporting page.

Sixteen committees were at work, having as their headquarters the Windsor Hotel. On the last day of the campaign the students helped in a house-to-house canvass, laying the needs of the College before the whole city, and taking small subscriptions. At the end of the week, \$86,000 had been pledged, the number of subscriptions amounting to seventeen hundred. This fund finally reached \$98,000, and Buchtel was allowed to retain its membership in the Ohio College Association. The success of the campaign, however, was not entirely financial. Never before had the people of Akron been made to realize the value of this little college placed in their midst, or to appreciate their own responsibility for its support.

During Doctor Church's administration funds were collected for the College amounting to \$188,618.

As stated before, as soon as made president, Doctor Church studied conditions and attempted in every way possible to make Buchtel College of the highest service to Akron and vicinity. At one time he added a commercial school. This not proving practicable, on account of the existence of two very good commercial schools in the city, it was soon discontinued. A brief normal course was added to the Academy

curriculum to equip township teachers. This, too, was soon found to be unnecessary on account of the service rendered by the Perkins Normal School. Musical instruction was given through the Buchtel School of Music, and this school for a long time administered to the wants of Akron people in a very efficient way. Lessons in piano, voice, violin, and organ were given.

The college curriculum was also enriched by the addition of courses outlined to meet the needs of Akron's industrial plants. Chief of these was the course in Rubber Chemistry, instituted by Doctor Knight in 1909, a course which still flourishes at the University, and which is unique in American colleges. The development of the work in physical training and athletics during Doctor Church's administration is fully recounted elsewhere in this History, in the chapter, Fifty Years of Athletics, and need not be repeated here.

Several student organizations were established during this period. In 1906 was founded the Woman's League, an organization composed of college women, women of the faculty, and wives of the faculty. Amy Saunders was its first president. This organization is still doing good work at the University. A women's fraternity known as Theta Sigma Chi was started in 1908. This sorority afterward adopted the national charter of Phi Mu, and is still flourishing. Another fraternity which had its beginning at this time is the honor fraternity of Phi Sigma Alpha. This was started by the class of 1910. Its membership consists of the members of the class of 1910, the three honor students of each graduating class, and all members of the faculty who have been elected to honor societies. In the latter part of Doctor Church's administration a college band was organized, which filled a much-felt want at Buchtel, adding spirit to the athletic contests and much vim to other college events. A glee-club existed spasmodically during this period, but this form of college activity

ever had its ups and downs at Old Buchtel. One or two glee-clubs achieved the honor of being asked to repeat their home concert at Tallmadge, but their seasons were always short. During the whole twelve years the Dramatic Club was more or less active. During the latter half of the period, however, dramatics received an added impetus, and much excellent work was done. The first annual outdoor play was given in 1912, and was so successful that it has continued to be a Commencement event.

A very pleasant custom which had its origin in this period was the observance of an annual Tree Day. The custom was introduced by Doctor Church himself from his Alma Mater, St. Lawrence University, where Tree Day had been observed ever since 1869. Begun with the practical aim of adorning the college grounds with trees, it later had become an elaborate spring festival. The first Tree Day programs at Buchtel consisted of "stunts" presented by the different classes about their trees, songs and athletic events appropriate to the day, and a college banquet in the evening, where class and college spirit ran rampant. The custom of crowning the May Queen was added later. With slight variation this is still the program for Tree Day. Long may it exist, a most delightful college holiday!

Commencement reunions were held during this period at various times. On all these occasions the genial hospitality of Doctor and Mrs. Church won the warm approval of visiting friends of the College. One of the most pleasant and successful of the reunions was held in June, 1909, the crowning event of which was the General Reunion and housewarming celebrating the completion of the Knight Chemical Laboratory. This event was held on the evening of Commencement Day and was largely attended. Of course Doctor Knight was present, both as host and as the honored guest of the occasion. After his long years of service on the faculty, this

day, with its promise of the future and kindly reminder of the past, was to him and to all one of the happiest of events. The event closed with old English dances on the campus, after which all attended the annual alumni banquet, which proved to be a most successful ending of an eventful day.

During the presidency of Doctor Church Buchtel had an excellent faculty. Some of these teachers are treated at length elsewhere in this volume. It is the purpose here to mention them but briefly. In 1902 Professor Bates, because of ill health, was compelled to give up active teaching, and Doctor Rockwell was chosen as his successor in the department of ancient languages. This position Doctor Rockwell still holds; from the first he has conducted his department in the manner of an earnest educator and a thorough scholar.

The department of natural science was conducted practically the entire time by Professor Charles Brookover, a man scholarly, active, with untiring devotion to research, and one who came to be an acknowledged authority in his work. Many a young man has received an impetus for the study of medicine from the inspiration of this great teacher. Doctor Brookover later was with the University of Louisville, Louisville, Kentucky.

Until 1905 Professor Parsons directed the department of English. Rather she *was* the department of English, and her wise judgment and friendly interest served as a check or an inspiration to the too eager or too timid aspirant for literary honors. After her resignation in 1905 Professor A. I. Spanton was called to the chair, a position he still holds in addition to his work as dean of Buchtel College.

Doctor Carl F. Kolbe held the professorship of modern languages. Fortunate were the students of this period to have the opportunity of studying under this man. His added years in no wise impaired the vigor of his teaching, and he gave to the study of German a life and a loving appreciation which

few can impart. On his death in 1905 he was succeeded in the professorship by his son, Professor Parke R. Kolbe, later the successor of Doctor Church in the presidency. That the son has proved himself a worthy descendant of so excellent a father, it remains for future historians to tell, for his story is not chiefly the story of Buchtel College, but of the University of Akron.

Doctor Knight, loved and honored by students of more than thirty years, directed the department of chemistry during this time, Professor Simmons, who now holds the chair, coming as an instructor in 1910.

Other teachers who might be mentioned for unusual ability and service to the College were, Doctor Paul Biefeld, for several years head of the department of mathematics; Professor O. E. Olin of the department of economics, a great favorite with the students; and Mr. C. R. Olin, the faithful and self-effacing secretary of the College. Both Professor Olin and Secretary Olin are still in the service of the University.

In the number of students attending the institution, we note a gradual increase during Doctor Church's administration. In the fall of 1903 there were sixty students in the college department at Buchtel, thirty men and thirty women; in 1913, when the College was taken over by the city, there were one hundred and seventy-five.

The real history of this or of any other time, however, is not here recorded, nor will it ever be recorded, for it cannot be put into words. It is written in the hearts of the students, finds expression in their lives, and will continue to be recorded as long as one of them shall live. Buchtel College is not brick and mortar, neither is it endowment, or library, or equipment, or even faculty, though these are part of her; Buchtel College is the spirit which binds these all together and lives on.

eternally in the hearts of the students whom she fostered and who think of her with tender affection.

OUR BUCHTEL

Written by Alton Thomas, '02

Tune: The Old Oaken Bucket

Ah, what can compare with the life spent at college,
When living the time of our happiest days,
When pleasure's most charmingly mingled with knowledge,
And the time has not come for the parting of ways?
Where else but at Buchtel would one rather be
For wisdom, for pleasure, for study, for joy?
No spot on the earth can more joy bring to me
Than here where's unfolded the man from the boy.

At Buchtel the man is but half of the story,
Just half, even half, no more and no less;
The maiden by right claims her half of the glory,
Deserves it and has it, each man will confess.
For Buchtel most fairly has co-education;
She knows that together—not striving alone—
Her sons with her daughters will strengthen the nation,
And do the world's labor from zone unto zone.

O Buchtel, our Buchtel, press on, ever bearing
The same work of usefulness, year after year,
While new foster-children take pleasure in sharing
The work and the joy which prolong your career.
Go on and be stronger in wealth of affection,
In long lists of graduates, eager to tell
The joy that they feel in the mere recollection
Of days that they loved so sincerely, so well.

CHAPTER VIII

THE ADMINISTRATION OF
PRESIDENT KOLBE

1913-

BUCHTEL COLLEGE BECOMES THE MUNICIPAL
UNIVERSITY OF AKRON

THE sudden death of President Church found Buchtel College at one of the most critical hours of her entire history. The very existence of the institution was threatened. President Church had literally laid down his life for the College, giving his time and strength without stint in an heroic effort to secure such financial support as would put the College on a stable foundation. His failure to realize his hopes was through no fault of his own. All that man could do he had done. The blunt fact is, that Buchtel College had become a local rather than a denominational school, but that while denominational support—both in attendance and in money—had been steadily decreasing, the people of Akron had still continued to regard it as a church school, the responsibility for the support of which rested on the denomination that founded it and not on the city of Akron. The extent of the change in the student body from a denominational to a local constituency may be judged from the fact that while in 1883 out of a total of 314 students in college and preparatory departments, 120, or 38%, came from Universalist families, in 1913 out of 180 students in the college department alone only sixteen, or 9%, were from Universalist families. During the same period the percentage of Akron students had almost doubled. It was becoming increasingly evident, therefore, that if Buchtel College was to

continue, its support must come from the city it was serving and not from the religious denomination which had founded it.

In this crisis the Board of Trustees considered with the utmost care the selection of a successor to President Church. Their choice fell upon Doctor Parke R. Kolbe. The wisdom of their selection has been abundantly demonstrated in the events of his administration. Doctor Kolbe was peculiarly fitted for the task. Younger son of the beloved "elder Kolbe," both an Akron product and a Buchtel graduate, he was steeped in the Buchtel spirit, intensely loyal to the College, and in keen sympathy with Buchtel traditions and the undergraduate mind. Succeeding his father as professor of German and romance languages in 1901, for eleven years he had been one of the most popular and efficient men on the faculty, and therefore came to the task of college administration with first-hand knowledge of the problems of the classroom and an ability to see things clearly from the instructor's point of view. Foreign travel had broadened his vision and his sympathies, and study in foreign universities—he received his Ph. D. (*magna cum laude*) from Heidelberg University in 1912—had strengthened his scholastic interests and confirmed his belief that research should be one of the activities of anyone laying claim to the title of scholar. In addition, he brought to his new position an executive ability seldom found in the teacher and the scholar. Born in 1881, Doctor Kolbe was not quite 32 years old when called to the presidency; undoubtedly one of the youngest college presidents in the country at that time.

As soon as he took office President Kolbe recognized the seriousness of the financial condition of the College. Denominational support had almost ceased, and the experience of President Church had shown clearly the futility of expecting ample support from private local sources. The people of Akron did not look upon Buchtel as peculiarly theirs, and citizens of large means were not as yet convinced of their

responsibility for its growth, or even its existence. Existing hopes of raising large funds for the College immediately, were soon still further shattered by the financial depression resulting from the local strikes and floods of 1913. Under these conditions President Kolbe felt that the only satisfactory solution of Buchtel's financial problem was for the city at large to recognize that Buchtel College was Akron's college and to be willing to assume the responsibility for its financial support. He turned for guidance to the already successfully operating University of Cincinnati. He knew that Akron really did want a college and that it wanted Buchtel, but like so many noble civic enterprises, it could not be supported by purely voluntary contributions. The State laws offered a solution. It was found that a city might establish a municipal university and that such a university could be adequately supported by taxation.

After much careful planning and working, President Kolbe finally laid before the trustees of Buchtel College in meeting assembled on the 14th of April, 1913, his whole program of offering to the City of Akron, upon certain terms and conditions, the entire plant and endowment of Buchtel College, which was to become the nucleus for a municipal university. The plan was earnestly and carefully considered by the trustees, and it was finally voted unanimously to bring the matter to the attention of the city through its Charter Commission, which was then engaged in writing a new charter for the City of Akron. A resolution embodying the following offer was adopted:

"To the Charter Commission of the City of Akron:

"Gentlemen:—During its existence of more than forty years, Buchtel College has performed a most important work in this community, and it should be looked upon as an institution to be permanently maintained among us. As an evidence that the college has a rightful and permanent place among our municipal institutions, we call attention to the fact that the attendance has trebled during the last decade, and that this increase is due largely

to the increased attendance of local students. Unfortunately, the increase in our endowment has not kept pace with the increase in the attendance, with the result that the present sources of income are insufficient to enable the college to carry on its work satisfactorily.

"Therefore, we, the Board of Trustees of Buchtel College, representing the corporation in its corporate capacity, do offer and propose hereby, to transfer, turn over, and convey to the City of Akron, Ohio, the entire plant and endowment of Buchtel College and Academy on the terms and conditions hereinafter set forth. We will first pay and discharge all the present indebtedness of the college; and the residue set over to the city will have a value of about \$400,000, of which about \$150,000 will be in interest-producing endowment, but subject to a few small annuities not exceeding the sum of \$1,845.65 per year, payable to certain donors during their lives, and further subject to the granting of certain free scholarship privileges as requested by the original donors of scholarship funds or their descendants. The college is now and has been for some years wholly free from all denominational or sectarian control and influence, and will be so turned over to the City of Akron.

"This offer is conditioned as follows:

"1. That the City of Akron will devote perpetually the plant and funds thus turned over to it, to the uses of a municipal college or university, to be called the College (or University) of the City of Akron, with the provision that in case of the development of several colleges, schools, or departments, the department of Liberal Arts shall retain the name of 'Buchtel College of Liberal Arts,' thus forming a department of a university in the same manner as Adelbert College forms a part of Western Reserve University, or as McMicken College forms a part of the University of Cincinnati.

"2. That the endowment fund turned over to the city shall be maintained as an endowment and not diverted from that purpose, and that only the income thereof shall be used for the support of the college or university.

"3. That if a Charter be adopted for the City of Akron, it will provide in adequate terms for the maintenance of the college or university. The present laws on the subject relating to municipal colleges and universities as provided in sections 7902 to 7922 of the General Code (as already successfully embodied and carried out by the University of Cincinnati) will be deemed adequate.

"4. The charter of the City shall provide for the government of the institution by a separate Board of Trustees to be chosen and perpetuated under city control in a manner to be determined by you, with a provision, however, that fitting representation on the Board of Trustees be assured to the present organization of the Alumni of the College.

"It may not be amiss to direct your attention to the following matters in the consideration of the foregoing proposition:

"1. As a municipal institution, and with very slight addition to the money which the city now expends for educational purposes, the college or university would offer to all qualified students of the City of Akron a college education with free tuition.

"2. The adoption of Buchtel College as a municipal institution will insure, on a permanent basis, the continuance of one of Akron's oldest and worthiest semi-public institutions.

"3. The identification of college with city interests can be turned directly to practical use for the city. A bureau of city tests for the examination of all materials used by the city; a bureau of municipal reference for collecting and filing information required by municipal officers—these and many other functions can be established and exercised by a municipal institution at great saving to the city.

"4. The natural growth of the city will soon inevitably demand a school where her young people can be trained at small expense in technical branches and in the learned professions—the establishment of a municipal college or university upon the foundation of an already tested and recognized institution will provide a most excellent beginning for the development of a greater municipal university.

"The matter of the formation and adoption of a municipal charter being now before the people, we earnestly urge a serious consideration of this offer. We make it in the full belief that this very favorable opportunity for the foundation of a municipal university should not be neglected."

The Charter Commission looked with favor upon the splendid offer of the Buchtel trustees, but questioned the wisdom of incorporating the offer and the legislation necessary to carry out its acceptance into the new charter. They therefore referred the matter with favorable recommendation to the City Council. The wisdom of their action was soon justified, for the new charter, when submitted to a vote of the people, was defeated by a small margin.

Though not desiring to trouble the reader with too many details concerning the manner of the establishment of the Municipal University of Akron, we feel that we must say, in justice to the splendid body of men who gave of their time and ability so unstintingly in drafting the new charter which was rejected by the voters, that they did not stop in their

interest in and efforts for the establishment of the University by passing the matter on to the City Council. On the contrary, they appointed a committee of six representative citizens to consider and report on certain vital questions which must be answered satisfactorily to convince the people that it would be wise to undertake the establishment of the University. This committee consisted of James Shaw, Chairman Finance Committee of the City Council; Albert C. Esch, Socialist member of City Council; James McCausland, City Auditor; J. Edward Good, President Akron Chamber of Commerce; John C. Moore, County Auditor; Ed. S. Shatzer, member Central Labor Union.

The report of the committee is both interesting and enlightening, for it condenses many of the most weighty arguments for the establishment of the Municipal University—arguments which, in the campaign of education which followed, won the people and their representatives over to the proposed plan. The report is therefore quoted in full.

"To the Akron Charter Commission:

"Gentlemen:—In your letter of May 22d to Mr. James Shaw, chairman of the Finance Committee of the City Council, you stated that, by resolution, you had authorized the appointment of a committee of six citizens to investigate and report on certain questions relating to the establishment and maintenance of a municipal university. The following are the questions:

"1. Can the proposed levy for the municipal university be incorporated in the tax duplicate under the present tax laws (beginning in 1914) without taking needed funds from the city departments or the Board of Education?

"2. Is the expense of maintaining a municipal university likely to prove a burden to the city in coming years?

"3. What will be the maximum cost to the taxpayer of maintaining a city university?

"4. What advantages can the city hope to receive from a municipal university in the matter of co-operation with the city departments?

"After mature and careful investigation and deliberation, we are pleased to report to you as follows:

"1. There is a state law which permits a levy of fifty-five one-hundredths of a mill for municipal university purposes only.

Money thus raised cannot be used for any other purposes. Therefore, the proposed levy can be incorporated.

"2. We believe that money expended for education is the best investment which any community can make—therefore should not be considered a burden.

"3. The maximum cost to the taxpayer of maintaining a city university cannot exceed fifty-five one-hundredths of a mill—which means fifty-five cents for a thousand dollars appraised property valuation.

"4. The advantages which a city can hope to derive from a municipal university are almost unlimited. Based on the experience of the University of Cincinnati, we cite a few advantages as follows:

"a. The University professors do all the chemical and microscopic work for the City Hospital, having charge of its laboratory.

"b. The University does all the analyzing and testing for the Engineering, the Purchasing, and other departments of the city.

"c. The University co-operates with the City Engineer's Department. The students serve there as assistants under the co-operative system, working part of the time on city work and studying part of the time at the University.

"d. The professors in the Engineering College serve as experts in connection with Water Works problems, Street Car problems, and Telephone problems. The Dean of the College was recently appointed chairman of the Board of Arbitration between the Street Car men and the Company.

"e. The Academic Department trains new teachers for the city schools and gives classes afternoons and Saturdays for the present teachers. In six years the University has supplied 189 new teachers and taught 643 old ones. The Faculty of the Teachers' College acts as an expert Board of Advisors for the Board of Education whenever called upon.

"f. The Department of Psychology spends much time in testing backward and defective pupils in the City Public Schools. This has led to the establishment of a small special school for defectives—a kind of educational hospital—which does splendid work in saving children from being turned down as idiots and incompetents.

"g. The Department of Political Science maintains a Municipal Reference Library, an office conducted by the University at the City Hall, to collect information about all sorts of municipal affairs and city problems and supply that information to the committees of the council or city officials.

"h. Other departments co-operate in matters of taxation, census taking, collection of historical information, civil service examinations, etc.

"As a result of our investigation, extending over two months' time, we unanimously recommend that the Akron City Council be requested to accept Buchtel College as the nucleus for a Municipal University, for the benefit of Akron, or provide for submitting the question of accepting this offer to the electors of the City of Akron.

"James Shaw, Chairman.
Albert C. Esch,
James McCausland,
J. Edward Good,
John C. Moore,
Ed. S. Shatzer."

The Council, thinking that so important a matter should be decided, not by themselves, but by the entire body of Akron's citizens, passed an ordinance providing that the question, "Shall Buchtel College be accepted by the City of Akron?" be submitted to the vote of all qualified electors of the city at the regular primary election in September. This ordinance, however, was declared by the Secretary of State to be illegal, and the Council now found itself face to face with the decision of either accepting or rejecting the offer of the trustees of the College. At this time the Council was composed of the following members: President George Jackson, Councilmen Akers, Cranz, Esch, Hower, Jeffers, Moewe, Shaw, Stauffer, Vance, Weld, Whittemore. At a regular meeting, August 25, 1913, on motion of Councilman Cranz the following *ordinance, accepting the offer of the college trustees, was passed by unanimous vote, Councilmen Vance and Whittemore being absent:

"Ordinance No. 4050, accepting the offer of the Trustees of Buchtel College to transfer and convey the entire property, assets, and endowments of said college to the City of Akron for a municipal university.

"Whereas, the Board of Trustees of Buchtel College has made an offer to the Council of the City of Akron to transfer, turn over, and convey to the City of Akron the entire property and plant and endowment of Buchtel College and Academy for

*This ordinance contains the text of the new offer to the City Council authorized by the Executive Committee of the Board of Trustees on August 15, 1913.

the purposes and upon the conditions named in said offer, which is as follows:

'To the City Council of the City of Akron:

'Gentlemen:—The Board of Trustees of Buchtel College, representing the corporation in its corporate capacity, does hereby offer and propose to transfer, turn over and convey to the City of Akron, the entire property, plant and endowment of Buchtel College and Academy, for the purposes and on the conditions following, viz:

'First. That the City of Akron will devote perpetually the funds and plant thus turned over to it, to the uses of a municipal college or university to be called the College (or University) of Akron, with the understanding, that in case of the development of several colleges, schools or departments, the department of Liberal Arts shall retain the name of "Buchtel College of Liberal Arts."

'Second. That the city will provide for the maintenance and growth of the institution within such limits as may be provided for by law.

'Third. That the government of the institution shall be under the control of a separate board of trustees to be chosen and perpetuated by municipal authority in such manner as may be now or hereafter provided by law, with a provision, however, if the law permit, that fitting representation on the board of trustees be assured to the alumni.

'A detailed schedule of the present property and assets of Buchtel College is herewith submitted. It will be observed that the property is subject to certain annuities aggregating the sum of \$1,845.65 annually, as shown in Schedule H; and that the College has certain outstanding Scholarships as shown in Schedule I. All other encumbrances, and all outstanding obligations of the College will be discharged by the present Board of Trustees from such of the personal property scheduled as may be first available, so that the net residue will come to the City free of debt and unencumbered save as to the annuities and scholarships aforesaid.

'Akron, Ohio, August 20, 1913.

'The Board of Trustees of Buchtel College,
'by Parke R. Kolbe, President.'

"And Whereas, said Board of Trustees of Buchtel College has submitted with the aforesaid offer a detailed schedule of the property and assets of Buchtel College, and

"Whereas, Council of the City of Akron is desirous of accepting the said offer upon the terms and conditions named therein for the purpose of establishing and maintaining a municipal university to be known by the name of the University of Akron, now therefore,

"Be it ordained by the Council of the City of Akron, State of Ohio, two-thirds of all the members elected thereto concurring:

"Section 1. That the said offer of the Trustees of Buchtel College to transfer, turn over, and convey to the City of Akron the entire property, plant, and endowment of Buchtel College as shown by the schedule attached to and made a part of said offer, be and the same hereby is accepted upon the terms and conditions named in the said offer.

"Section 2. That the entire property, plant, and endowment of Buchtel College so to be transferred and conveyed to the City of Akron, shall be used for the purpose of establishing and maintaining a municipal university.

"Section 3. That the Mayor and Solicitor be and they are

hereby instructed to examine, approve, and receive all the necessary deeds, conveyances, and other instruments necessary to receive and perfect the title to said property in the City of Akron and to do any and all other acts and things necessary and proper to be done in the premises.

"Section 4. This ordinance shall be in force and take effect from and after the earliest period allowed by law.

"Passed August 25, 1913.

"Ira A. Priest, "Geo. C. Jackson,
"Clerk of Council. "President of Council.

"Approved August 26, 1913.

"Frank W. Rockwell, Mayor."

This ordinance—as well as another ordinance passed at the same time providing funds for the University—became effective on September 24, 1913, and the future of the Municipal University of Akron was assured.

In the following months the formalities of transfers of property and so forth were duly effected, and "Old Buchtel" was prepared to begin the new year—1914—as the Municipal University of Akron.

It is fitting here to refer to the matter of appointments of directors for the University. The first Board—appointed by Mayor Rockwell—consisted of J. P. Loomis, F. A. Seibeling, Doctor M. D. Stevenson, Doctor P. R. Kolbe, W. B. Baldwin, F. M. Cooke, Doctor A. A. Kohler, C. C. Carlton, and W. A. Putt. The six last named were alumni of Buchtel.

The appointments on this first Board—in representation of Buchtel alumni and in splendid ability of men selected—are indicative of and fairly reflect the splendid co-operation of the city's executives in making appointments from the first inception of the University to the present time.

The work of Buchtel College of Liberal Arts—the nucleus of the University—went on uninterrupted, except for a revived and renewed interest and enthusiasm. The Preparatory School, of course, was abandoned. But there were organized almost immediately new schools which were responsive to existing needs. The School or College of Engineering was

organized and developed under the able direction of Dean Fred E. Ayer. This department first received students at the beginning of the new school year in September, 1914, and showed an initial enrollment of thirty students. The Curtis School of Home Economics was opened at the same time with Miss Sara Stimmel as director and started with twenty-nine students. There was established almost immediately, also, a new department which is one fundamentally of co-operation—the department of city tests, in which are made all tests for the city—chemical, bacteriological and physical. This department was put in charge of the City Chemist, Mr. Arden E. Hardgrove, an alumnus of Buchtel College, who thus became a member of the University faculty.

Referring again to the establishment of the Engineering School, it should be noted that this school was founded and began as a co-operative school; that is, the "Cincinnati plan" was adopted. This plan is described in the 1914 Prospectus:

"It requires the practice of engineering to be learned under actual commercial conditions, and the science underlying this practice to be taught in the University by trained educators. Its aim is to give the student a thorough training in both the theory and the practice of engineering. The students are grouped in two sections, one of which is at work and the other in attendance at the University. Thus, during any weekly or bi-weekly period, one-half the students are at the University and one-half are in the shops. At the end of the period, those who were at the University go to the shops, and those who were in the shops go to the University.

"Five years of eleven months each are required to complete the course. Each student is allowed a vacation of one week at Christmas time and three weeks in the latter part of the summer.

* * *

"While a student is at work, he is subject to all the rules and regulations imposed by his employer upon the other employees. All existing labor laws and conditions, including those pertaining to liability for accident, apply to the student the same as to any other employee."

The City Council was quick to appreciate this new department of the University, for in February, 1914, it passed a

resolution requesting the University to "investigate fully the present condition, cost, and durability of the pavements of the City of Akron, with the view of the City adopting some method of greater efficiency for the outlay and reduction of cost to the citizens." The work was undertaken by the Engineering Department under the direction of Dean Ayer, and the account of the splendid work done by the Engineering School is given in the published report of the school dated June, 1914, and on file in the University library.

Another excellent work of service and co-operation was undertaken in the school year of 1915-1916 in the offer by the University to the public to furnish lecturers free of charge from among the faculty members. A course of lectures was arranged as follows:

UNIVERSITY LECTURES FOR 1915-1916

1. *Problems of City Government.* Professor O. E. Olin.
2. *One Trend of Modern Education.* Dean F. E. Ayer.
3. *Uses of a Testing Laboratory in a Municipality.* Mr. A. E. Hardgrove, City Chemist.
4. *Reading in the Home.* Dean A. I. Spanton.
5. An Historical Subject (to be chosen). Professor E. A. Thompson.
6. Either of the following may be chosen:
 - a. *Whence and Whither.* Heredity, Eugenics, and Human Conservation.
 - b. *Up from the Depths.* The Evolution of Animal Forms. Professor A. B. Plowman.

These lectures were offered to any responsible organization which would guarantee an audience of not less than twenty-five people and on a few other minor conditions. Several organizations took advantage of this offer.

During the next year another significant step forward was taken—evening courses were given and were opened to all persons over the age of twenty-one years, and to those under twenty-one who had completed the course in a first-grade high school. During the first year courses were offered in French, Spanish, German, English, economics, business law and ad-

ministration, Greek sculpture, history, biology, chemistry, mathematics, and engineering. The growth of this department both in interest and in number of students has been most encouraging.

The new lines of work mentioned in preceding paragraphs indicate the direction the University's expansion has taken. Directors and president alike have had constantly in mind the ideal of service to the community. The University belongs to Akron, exists for the primary purpose of offering free to all Akron boys and girls the opportunity for higher education, and desires above all else to be readily and intelligently responsive to the needs of the city that is supporting it so generously.

The present year, 1920, is the seventh year of the official existence of the Municipal University. What has been accomplished during the six years of its existence? Has the transfer of control from denomination to city been justified? Has the growth in student attendance, financial support, quality and range of work, and service to the community been such as to cause even those who are especially interested in the Old Buchtel to rejoice that the change was made?

Let the facts speak for themselves. And the first fact to bear clearly in mind is that doubtless there would be no Buchtel College today had not President Kolbe and the trustees taken just the steps they did take in 1913, and had not the City Council accepted the offer. That step made certain not the growth alone, but the very existence of the college we love.

What of its growth? Comparing 1913-14 with 1919-20, we find the attendance of day students has grown from 198 to 508, while the total number of students in regular day and evening classes in 1919-20 was 1,017, and the total number of persons receiving instruction—including the special classes in Americanization and Public Health Nursing—was 1,250.

The growth of the evening classes has been very gratifying, the total enrollment for 1919-20 reaching 509.

That this increase in attendance is extraordinary is revealed in an analysis of a recent study of the growth in attendance at Ohio colleges from 1910 to 1920 made by President R. M. Hughes of Miami University. Only day students are included. The Municipal University of Akron heads the list with an increase of 240%, a percentage which would be considerably larger if students in evening classes were also counted.

The total annual expenditures since Buchtel College passed into city control have grown from \$66,554 in 1914 to \$145,758 in 1920; yet, in spite of this large increase in cost, the tax-rate for the support of the University dropped from five-tenths to thirty-eight hundredths of a mill, and the cost of each full-time student from \$262.35 to \$236.68. During this same period the number of full-time instructors increased from twenty to thirty-two.

As indicative of the general growth of the University we quote the following summary from President Kolbe's annual report for 1919:

"*The Engineering College* has established close relations with the industrial activities of the city. Through its co-operative courses it now has 120 students working on the part-time system in Akron industries. The college expenses of many of these men are being paid by the factories.

"*The Department of Chemistry* has established the only college course in rubber chemistry in the United States. Students enter this from all parts of the country. Several have come from foreign countries. Extensive consulting work is also done for the rubber industry throughout the country. Two of Akron's largest rubber companies maintain fellowships at the University, open to graduates of other colleges.

"*The Bureau of City Tests* does all the chemical and physical testing work for the city of Akron, as for example, tests of materials for the Service Department (coal, paving and building materials, etc.); performs some of the bacteriological water analyses for the Board of Health; tests daily the effluent of the sewage disposal plant and checks the quality of the Akron city water supply; serves the Police Department in criminal cases

requiring technical assistance, and is generally at the call of any legitimate city interest.

"*The Department of Biology* is in close co-operation with public health interests, the Head of the Department serving as Educational Director for the Board of Health. Specialized work for public health nurses is offered by the Department at the University.

"*The Department of Physical Training* through its Director and students has taken a leading part in supervision of city playground activities.

"*The Evening College* offers numerous courses each year for the adult population of the community. Special courses have been given for scoutmasters, Americanization teachers, social workers, etc. Many extension lectures are given annually by faculty members.

"*Other Departments*, as for example, the School of Home Economics, the Departments of Sociology and Political Science, etc., are in constant touch with related community interests."

Two buildings have been erected on the campus during President Kolbe's term of office, the Engineering Laboratory, and Carl F. Kolbe Hall, the library building. The former was built in 1917 at a cost of \$50,000. Because of the rapid growth in the number of students, the University finds itself seriously hampered during this present year (1920) by lack of adequate classroom and laboratory facilities, with the result that bonds for \$150,000 have recently been issued to provide for the enlargement of the Engineering Laboratory, the remodeling of the Engineering Building (formerly the Academy), and the building of the first unit of a concrete stadium at the athletic field. It is expected that all these added facilities will be ready when the University opens in September, 1921. The enlarged Engineering Laboratory will provide ample space for all the needs of the Engineering College, thus making it possible to use the present Engineering Building for the housing of the rapidly-growing departments of Biology and Physics; this will in turn relieve the present congestion in Buchtel Hall. A former bond issue of \$35,000 provided for the enlargement of the athletic field fully one-third by the

purchase of land adjoining the field on the south, and for the regrading and refencing of the field.

The new library building, Carl F. Kolbe Hall, was the gift of two leading Akron citizens, Mr. F. A. Seiberling and Mr. Frank Mason. It was built in 1916 at a cost of nearly \$40,000. It is a beautiful and commodious structure, admirably adapted to library purposes. The library, in common with other departments of the University, has had a rapid growth during President Kolbe's administration. From an inadequate collection of 10,000 volumes, many of them out-of-date, it has grown to almost 15,000 carefully selected volumes, and a large number of government and other pamphlets, requiring the work of two full-time librarians and two student-assistants. The facilities of the library are not for the University students alone, but for all citizens of Akron.

Thus the past six years have seen great progress. Prominent in every step of that progress have been the personality and the work of President Kolbe. Of course, such an achievement on the part of an educational institution cannot be the work of any one man. It is possible only as the result of the co-operation of various factors and many individuals. Alone, President Kolbe could have done little; but with the help of so competent and faithful a secretary-treasurer as Mr. C. R. Olin, an efficient and self-sacrificing Board of Directors, an able and devoted faculty, a loyal body of alumni, an enthusiastic student body, a generous City Council, and a community whose appreciation of the University has steadily grown with each passing year, it has been possible to do great things. Yet it is mere justice to say that the credit for what has been done belongs to President Kolbe more than to any other one man. The original idea of changing Buchtel College to a tax-supported city institution was his, and from him came the suggestion to the Board of Trustees that they offer the College to the City of Akron; it was he who, more than anyone else,

worked out the details of a definite, concrete plan, and whose tactful and patient, but aggressive and persistent, efforts secured its actual adoption; and from that day to the present the wise leadership of the president has been a leading factor in every advance the University has made.

President Kolbe has not confined his interests and labors in Akron to the University, but has entered enthusiastically into the larger life of the city. Believing that the University is the servant of the city, he also believes it to be his own personal duty—and counts it his privilege—to serve the community to the full limit of his powers. He is prominent in leading civic organizations, in many of them being either an officer or a member of the board of trustees, and his advice and active help are sought in every significant movement for civic betterment.

In the midst of his many local duties, President Kolbe has still found time to take an active part in the larger educational life of the state and the nation. One of the leading spirits in the organizing of The American Association of Urban Universities, he has continued prominent in its counsels and its work. During the Great War, at the request of the U. S. Department of Education, he spent the months of March to June, 1919, in the offices of the Department at Washington, D. C., in special expert investigation of war-time educational problems. In 1919 he was appointed by U. S. Commissioner of Education Claxton one of a committee of four to make a survey of the educational system of Hawaii, and was absent from the University for that purpose the last three months of that year. President Kolbe is the author of *The Colleges in War Time and After*, one of a series of volumes dealing with problems of war and of reconstruction published by D. Appleton and Company; is editor of a college text of Heine's *Harzreise*; and in collaboration with Colonel A. L. Conger of the United States Army has translated a number of German

military texts for use in the U. S. Army Service Schools. He has also written many articles for leading educational magazines on various aspects of higher education. These outside activities not only have brought honor to President Kolbe, but at the same time have caused the Municipal University to become far more widely and favorably known. At the present time the University holds membership in such leading educational organizations as the North Central Association of Colleges and Secondary Schools, the Association of Urban Universities, the Association of American Colleges, and the Association of Collegiate Alumnae, and has a place on the approved list of the Association of American Universities.

As has been said, in the significant work President Kolbe has been able to accomplish, he has had the constant co-operation of loyal helpers. It is a noteworthy fact that both on the faculty and elsewhere many of those who have been most helpful are graduates or former students of the College. Chief among these alumni who have assisted in "carrying on" the work at the new Municipal University is Dean Albert I. Spanton, a graduate of the class of '99. Dean Spanton's service on the college faculty began in the fall of 1905, when, after being assistant-principal of Buchtel Academy for four years, he was called to the chair of English literature, made vacant by the resignation of Professor Maria Parsons. In 1913 he was appointed dean of Buchtel College, which position, together with the headship of the department of English, he has retained since that date.

As a teacher, Dean Spanton's work has been ever characterized by thoroughness, skill, keen interest, and that brilliance which comes only from intensive knowledge and deep appreciation of one's subject. As an executive, he has shown ability marked by painstaking attention to every detail. In the trying position of dean, which he occupies as a kind of shock-absorber between faculty and students, his straight-for-

ward honesty and his analytical judgment are a guarantee of fair dealing to both parties. Dean Spanton has an enviable reputation as a public speaker, and is in constant demand for lectures and addresses on literary and educational subjects. As an alumnus he has shown a real devotion to his Alma Mater; no further proof of this devotion is needed than the great labor willingly undertaken and freely given as editor of this History. It is a significant fact that in the rapid growth of the Municipal University of Akron the addition of other schools and departments has in no wise lessened the popularity and the growth of Buchtel College of Liberal Arts. In spite of an ever-increasing interest in vocational training and specialized courses, the dominant demand is still for the broad and fundamental education offered by the college over which Dean Spanton presides.

In view of the remarkable growth of the institution since Buchtel College was turned over to the city as the nucleus for a municipal university, one naturally raises the question, "What of the future?" Undoubtedly with larger finances the University will continue to grow, adding new schools and new activities as needs arise and resources warrant. And the development will undoubtedly continue along the lines already followed—a serious study of the educational needs of the local community, and an earnest effort to meet them. The future of the University depends upon the future of Akron, and the only reasonable limit to its growth is the limit of the city itself. The coming years are large with promise.

The honorable earlier history of the College, and the recent developments and rich promise of the Municipal University, found combined expression in the recent celebration—at the 1920 Commencement—of the Semi-Centennial of the founding of Buchtel College. The occasion was a success even beyond the expectations of those who planned it. Graduates and former students of Old Buchtel were present from every

part of the country. Such a reunion on the campus had never been known. At the closing event of the week, the alumni banquet, only two classes failed to respond when the roll of all the graduating classes was called. Four hundred and forty-three persons registered, and many were present who failed to register. It was an especially fortunate circumstance that we could have with us Doctor E. L. Rexford, the second president of Buchtel, and Doctor H. L. Canfield, one of the incorporators of the College and a trustee for many years. Although past ninety, Doctor Canfield came all the way from Los Angeles to attend the Semi-Centennial.

Thus on every hand at the Semi-Centennial were suggestions of the earlier Buchtel—in the large attendance of students of earlier days, in the presence of Doctor Rexford and Doctor Canfield, in the many reunions of the earlier classes, in the historic exhibit in the library, and in such events as the alumni banquet and the excellent tableaux of scenes from Buchtel History that were presented on the campus; but mingled with these everywhere were also suggestions of the changed and changing order—in the giving of Verdi's *Il Trovatore* in honor of the occasion by the newly-organized Akron Opera Association, in the public exhibit showing the work of the different departments of the University and especially illustrating the many forms of community co-operation undertaken, and particularly in the campus luncheon to the leading civic clubs and the large interest shown by not only these clubs but Akron's citizens in general in the University and in the celebration. The feeling of all present was admirably voiced by Doctor Samuel P. Capen in his Commencement Address. Doctor Capen is the son of the elder Capen who for many years was president of Tufts College. He spoke interestingly of his first visit to Akron thirty-four years ago, in company with his father who was a delegate to the Universalist General Convention held in Akron that year. After speaking of the

city and its college of those earlier days, Doctor Capen continued:

"The institution which is now rounding out fifty years of life is not the institution founded in 1870. It has not only grown and expanded—most institutions grow and expand—it has undergone a complete change of structure and purpose. There is something almost providential about this metamorphosis. If it were only a larger and richer Buchtel College whose fiftieth birthday you were observing today, the congratulations of its friends might well be tinged with misgivings for the future. But the development of this university both internally and in its external relationships has placed it in a position of exceptional strength to meet the new demands now laid upon the colleges by a social order which is radically different from that of a generation ago."

As Doctor Capen emphasizes, the Municipal University is not only a larger and richer Buchtel, but far more. And this remarkable change and enlargement in the opportunity for service of the University—a change which Doctor Capen describes as "something almost providential"—should bring intense gratification to every lover of the Old Buchtel. For Buchtel College has not passed away. The history of the last six years has shown clearly that Buchtel College, in losing her life, has found a bigger and a broader life. If it be true that the transition to city control was the salvation of the College, it is no less true that the existence of Buchtel College was the one thing making it possible for Akron to have a municipal university. Had there been no Buchtel College, there would be no Municipal University of Akron today. In every advancement of the newer institution, the gifts of John R. Buchtel and other noble benefactors, and the self-sacrificing labors of all who wrought in earlier days for the College that was, are bringing forth fruit not twenty, or forty, but a hundred-fold.

MEN OF AKRON

Written by Parke R. Kolbe, '01

Rise! ye men of Akron, rise!
Sing to Alma Mater!
High she stands upon her hill
O'er Cuyahoga's water.
Generations, looking down,
Proud in fame and story,
Challenge you, her sons, today.
Dare you dim her glory?

Mother of uncounted men,
Shall the loyal falter?
Strong and faithful as of old,
We surround thy altar.
Hopes of half a hundred years
Made thy history glorious;
Send us wisdom, honor, faith—
Lead us on victorious!

CHAPTER IX

THE PREPARATORY DEPARTMENT

THE "Preparatory Department" of Buchtel College has a record somewhat unique in the history of educational institutions which have had both a collegiate and an academic department under the same direct management, because, instead of being the weaker element, it was in point of numbers by far the stronger of the two. While the collegiate has been of slow but steady growth numerically, the preparatory may be said to have sprung "full panoplied from the head of Jove."

September 11, 1872, Buchtel's natal day, was indeed the day of the under dog. For proof, we have only to quote from the catalog of 1872-3, which gives the following summary of attendance for the year: "Juniors and Freshmen 7, Philosophical classes 39, Academical courses 171; total 217."

When the bell in the tower rang for the first time to call the assembled hosts to chapel, all met in the same room at the same time, and listened to the same words from Buchtel's first president. The wise men from the East and from the West who had been called as instructors all sat in line facing the students, the president being the central figure, and it was the privilege of the humblest, as well as the wisest, to sit in the presence of the entire faculty, no distinction of rank being shown.

At first no discrimination was made in the seating of students, except that the girls occupied the west half of the room, and the boys the east half. All met upon the same level in every sense of the word. For the great majority, it was their first day at college. Hence they were ignorant of the great gulf which lies between preps and freshmen, and were not aware that seniors must be approached with awe, and uncovered

heads. Being unsophisticated, they supposed that a cat may look at a king without apology and with perfect impunity. Their democratic ideas might well have been strengthened by the first words of Holy Writ ever read to Buchtel students. President McCollester very wisely selected for the first Scripture lesson, Romans XII, which contains the following admonitions:

"For I say, through the grace given unto me, to every man that is among you, not to think of himself more highly than he ought to think, but to think soberly. . . . Be kindly affectioned one to another, with brotherly love; in honor preferring one another. . . . Be of the same mind one toward another. Mind not high things, but condescend to men of low estate. Be not wise in your own conceits."

In fact, in many instances there was little ground for distinction. It must not be inferred that preparatory students were all young, immature, and untutored. They ranged from ten-year-old "Vinnie" Tomlinson and Lee McCollester to teachers who had come for review in normal branches, some of whom had a right to feel no whit inferior in culture to those ranked as college students.

The catalog mentions only two teachers as belonging strictly to the preparatory department: H. C. Persons, instructor in normal work; and Miss Hattie Lowdan, instructor in English. As a matter of course, these two teachers could not handle all the work of the department; so some students, who were capable, assisted. The course of study for the first year prescribed an outline of work covering three years for both philosophical and classical students, no scientific course having as yet been instituted. To show the character of the work required in those early days, an outline of the curriculum for the first two courses is here given:

The first year Classical included the following: Latin Grammar, Latin Reader, Caesar, Arithmetic, Geography, Reading, Spelling, United States History, and Rhetorical Exercises.

The second year required Latin Grammar, Caesar, Greek

Grammar and Lessons, English History, Cicero, Xenophon's *Anabasis*, French History, and Rhetorical Exercises.

The third year required Latin Grammar, Virgil, Latin Prosody and Prose Composition, Greek Grammar, *Anabasis*, Algebra, Homer's *Iliad*, Greek Prosody and Rhetorical Exercises.

It will thus be seen that good stiff work in classics awaited all students who took that course. Nothing less would have been accepted by that classical sage, Nehemiah White, professor of ancient languages in the collegiate department. It will be noticed that no Algebra was required until the third year, and no Geometry until the freshman year.

The Philosophical Course differed from the Classical the first year only in the substitution of English for Latin. In the second year, Arithmetic and English were continued and Bookkeeping and Algebra added. In the third, English, Algebra, and Book-keeping were continued, and Geometry and Civics added. This course was planned for students who intended to enter business life, or desired only work which would be most practical in everyday life.

Daily grades were carefully kept, written reviews were frequent, and written examinations were held at the close of each term. Declamations and essays were required from all. The textbooks used were of standard excellence, and the work accomplished under adverse circumstances was commendable. Several students were accepted at a very early age and work below that of the standard required of regular pupils was provided for them. Such youngsters did not add to the dignity of a college perhaps, but they were the stuff that men are made of, and the College today is proud to enroll them in the list of those who have honored their Alma Mater.

It may be of interest to note that of five members of the Senior Preparatory Classical Course, four won recognition at home and elsewhere. The list included Charles Baird, a prominent Akron attorney for many years, and later of New York City, a profound thinker and a man of fine business judgment; Charles W. Parmenter, head-master of the Mechanic Arts High School, Boston, Massachusetts, who has recently celebrated his twenty-fifth year of service in that school; William D. Shipman, so long connected with Buchtel

as teacher of Greek and Latin in the preparatory department, and later promoted to a professorship in the college proper; and Robert F. Paine, for many years managing editor of *The Cleveland Penny Press*. Included in the same class in the Philosophical Course were Walla Kelly, Kitty Rowe, and Lettie Titus, who remained in college until their graduation. In the second year of the Classical Course, was Albert C. White, who remained until 1876, when he went to Tufts to prepare for the ministry. Mr. White disputes with the Reverend A. J. Palmer the honor of being the youngest soldier in the Civil War. He entered the service in a Columbus, Ohio, regiment at the age of nine years, and drew pay as a drummer-boy for a considerable time.

In the first year Classical were Fremont Hamilton, a well-known banker and business man of East Liberty, Ohio; Irving Tomlinson, one of the most prominent of Christian Scientists and closely associated for many years with Mary Baker Eddy—a man who is keenly alive to helpful activities of the community, and one who has always shown a warm interest in his Alma Mater and been ever ready to lend a helping hand. In the same class was Lee McCollester, for many years pastor of a large Universalist Church in New York, and at present dean of Tufts Theological School. In the first year Philosophical was "Vinnie" Tomlinson, who has been pastor of the First Universalist Church of Worcester, Massachusetts, for about twenty years, and whose name is almost a household word among the older students. In the same class was Will Clemens, who became a writer of considerable prominence. Of those classed as irregular, only two remained until graduation—Nellie M. Robinson, '75, and Byron J. Bogue, '77.

The College was not in the beginning so largely Akronian as it was in later years. Of the 171 students classified as

belonging to the "Preparatory Department" the first year, only 67, or a little less than 40%, resided in Akron.

In all social functions no distinction was shown between college students and preparatory, the presence of the latter being almost necessary because of their great plurality of numbers, and greatly to be desired because included in that department were many bright and lively young men who knew how to make and enjoy good times, and many charming young women who were especially attractive to college men. The first year Buchtel was indeed a pure democracy. All trod the same walks, all recited in the same building, no distinction was shown in the dining-room, all met on the same level at social functions and entertainments, and all quenched their thirst at the same water tanks on the first floor, using the same tin cups which served until worn out—because germs and bacilli had not been introduced to the public at that date to any great extent, and hence had done no harm.

The two regularly appointed instructors in the preparatory department—H. D. Persons and Miss Hattie Lowdan—both severed their connection with the institution at the close of the first year. Professor Persons carried with him the best wishes of his pupils, for he was an able and a conscientious teacher. Miss Lowdan will be remembered as a beautiful woman, tall, accomplished, and charming in manner. Soon after her return to her home city, Zanesville, a brief illness and sudden death put an end to her joyous preparations for the future.

These two vacancies in the faculty were filled by Wallace Mayo, instructor in Greek and commercial branches, and Mary E. Stockman, instructor in Latin and English. Susie E. Chamberlain, '73, assisted in English. Miss Emma Miller was engaged as teacher of penmanship, for in those early days poor writing was not considered evidence of scholastic attainments. Professor Fraunfelter and Professor Welsh of the collegiate department gave a portion of their valuable time

to preparatory work. President McCollester believed that learning to read well was important, and he felt that it was not a sacrifice of his dignity to teach preparatory students in reading. He had given especial attention to elocutionary work, and his classes were large and enthusiastic. He also lent a helping hand in teaching other branches when assistance was needed. It is needless to say that the faculty having been thus strengthened in numbers, results were correspondingly advanced.

As has been said, three years of work were required of both classical and philosophical students in the announcement of the first year. In the announcement the following year, three courses were offered in the collegiate department, but in the academic no distinction was made between the Philosophical and Scientific, the work being identical. The Classical, however, required three years, and the others only two, the work of two years having been condensed into one and made less elementary. The number of students enrolled the second year in the "Preparatory Department" was 134, and in the "Collegiate" 101, showing a marked decrease in the plurality held the first year by the preparatory students.

Professor Mayo proved himself a valuable man for the College, serving not only as a teacher, but as steward. He remained three years, when he resigned to engage in commercial work; he has continued in that line of work ever since. Early students will remember his marriage to Mrs. Martha Lake, who was formerly matron at Buchtel. Her death occurred early in 1919 at Dayton, where she and her husband had resided for thirty years. Miss Stockman also proved herself very efficient as a teacher and was well liked, remaining in service four years, at which time she resigned to accept another position, but returned in 1887 and remained until 1898. Perhaps no higher compliment can be paid her thoroughness than that expressed in a recent letter by Reverend Vincent Tomlinson, '80, in which he says, "Miss Stockman

put some fear of the Lord into my youthful heart, if I faced her unprepared."

In September, 1874, Miss Jennie Gifford came as "Principal and Instructor in Normal Work"; she also had charge of the girls' dormitory. Her coming marked the beginning of an epoch in the history of the preparatory department, because it brought new life, organization, and strength. She was a graduate of the Lebanon Normal School, and brought with her to Buchtel the enthusiasm so characteristic of that institution. She was the embodiment of energy, thoroughness and efficiency. She commanded the respect of every student, and each felt her to be a personal friend who had only his best interests at heart. She brought out the best that was in her pupils, inspiring them to go to the limit of their ability in the accomplishment of a high ideal. She was firm, but kind. Nine o'clock was always nine o'clock, and not five minutes after. She treated all alike, was honest with everyone, and expected honesty in return. She resigned her position in 1898, having remained with the institution for a period of twenty-four years.

S. Emma Cadwallader Hyre writes as follows concerning Miss Gifford:

"As I look back over my years at Buchtel, and reproduce in a mental picture the stately figure of Miss Gifford, as principal of the preparatory department, and in charge of the girls' dormitory, I realize now, as I could not for lack of experience in those years, what a wonderful woman she was. She was an executive far ahead of her time. She planned for the future woman twenty-five years hence, when woman should have her part in the world's affairs; and every girl who was touched by her influence then must realize this today. She was kind and lovable, yet altogether firm and convincing. I did not have Miss Gifford as a teacher of many subjects, but this I know from experience—that she had no patience with superficial work. She wanted to have her pupils thorough and genuine. I have given fifteen years of my life to the cause of education in the Cleveland Schools by service upon the Board of Education and as its Secretary and Treasurer. If there has been any merit in my work, if I have tried to raise my service above the level of mediocrity, it is due

to the high principles and honor of the men and women who served as instructors during my college years, and prominent among them was Jennie B. Gifford."

Herbert Henry says much in little:

"I was in mortal terror of Miss Gifford until I met her, but soon found out that the pupil who did his best had nothing to fear from her, while the one who attempted to get by without hard work very soon learned that she wasn't that kind."

Doctor Mary B. Jewett, '76, Professor of English at Buchtel for a number of years and a close personal friend, writes the following testimonial concerning Miss Gifford:

"I used to look up to Miss Gifford as a wonderful person, and I have always continued to look up to her. For rugged worth, genuine honesty, and fearless frankness, I have never seen her equal. If you wanted an opinion from Miss Gifford on any subject, you need have no fear that it would be couched in uncertain terms. No camouflage with her now, any more than in the good old days. Her letters during the war have shown what a good hater she can be, and her views of the Hun and of the Kaiser, as I have had them from week to week, have been warm reading. On the other hand, there is never any doubt about her warm approval. Her admiration of Theodore Roosevelt did not wait until his death to find expression. From the day he was summoned by the death of the President to take that high office, up to the day of his death, he was to her our First American. I have had the pleasure of keeping in close touch with those two staunch old friends and earnest workers of the early days—Miss Gifford and Miss Stockman*, and though they are growing old in years, they are keeping young in heart. They worked patriotically for their country all through the war time. They do all they can for every good social work in the town of Media, just outside of Philadelphia, where they have lived for a number of years. In recent years they have both become great lovers of birds and students of bird life, and they have grown to be authorities on the subject."

The third year of the department saw no marked change in the curriculum, but there was more efficient, systematic work than in the years preceding. Three years of preparation for college work were required from all classical students, but only two from scientific and philosophical, the work of the last

*Since the receipt of this letter from Doctor Jewett, word has come of the death of Miss Stockman at her home in Media.—The Editor.

two being identical. In 1876-7 there was established a normal course. A class was formed each term in methods of teaching and school government, which proved very helpful and attractive to those who intended to become teachers. In 1878-9 three years were required for college entrance in all courses, and the Philosophical and Scientific were so changed as to conform to corresponding collegiate work. Latin, as well as English, was required of all philosophical students for the entire three years, and the work in mathematics was identical in all courses. In the Classical, no English was required after the first year, and no history, except one term of general history in the first term of the middle year. Scientific students took one year of Latin; industrial and free hand-drawing, two terms; history, four terms; bookkeeping, two; and natural philosophy, two terms. It will thus be seen that while the courses differed, they were evenly balanced in the amount of work to be done. Declamations and essays were required of all.

In the fall of 1875 George A. Peckham, '75, became instructor in classics and mathematics. His master mind could solve problems mentally while others were just getting started; hence he had little patience with lazy, careless pupils. He had a craving appetite for Greek and Latin roots, and he never let one get away when once he had it. Indeed, like one other master we read of, it was a matter of surprise that "one small head could carry all he knew." In the fall of 1878 he was called to the chair of ancient languages made vacant by the resignation of Professor Choate. Hiram needed just such a man as Professor Peckham, and in the fall of 1880 he left Buchtel to enter his new field of labor, where he has remained continuously. Much of his time has been devoted to teaching Hebrew and Biblical literature.

In the fall of 1876 Mary B. Jewett, '76, returned to her Alma Mater, not as a student, but as an assistant-teacher of Latin, remaining for a period of two years, and returning in

1884 to accept the Pierce Professorship of Rhetoric and English Literature.

In the fall of 1877 Inez L. Shipman, '76, and Lizzie U. Slade, '77, became assistant-teachers, each remaining one year, while taking additional work in college. Both did faithful and excellent work.

At the close of the year 1878 President S. H. McCollester, who belonged as much to the preparatory department as to the collegiate, severed his connection with Buchtel for a period of rest and travel in foreign lands. He was a friend to every student, the humblest as well as the greatest, and all felt free to go to him with their joys and their sorrows, knowing that he would lend a willing ear.

September, 1878, marked the beginning of President Rexford's administration. The preparatory faculty at that time consisted of Miss Gifford, W. D. Shipman, Miss Chamberlain, and J. H. Aydelotte. Mr. Shipman had been librarian since 1874, and in the fall of 1878 he was made instructor in ancient languages. In 1882 he was promoted to the college faculty, having the chair of Greek language and literature, and holding the position until 1895, when Professor Charles Bates became professor of both Latin and Greek. Professor Shipman was offered a professorship in Greek in a college in California, but was unable to accept it on account of impaired health. He died very suddenly while on a visit to the home of his uncle in December, 1895. He was an enthusiast in the study of Greek. For a time an arrangement brought about by him was made whereby pupils from the High School, who wished to pursue that branch, were taught in his classes without expense to them. He was well-known among philologists as an ardent student in that line of study, and was the author of a chart showing the development of the alphabet. Professor Shipman was one of the first to enroll as a student when the College opened its doors in 1872, and from that time until

1894, when his connection with the College was severed, was a faithful teacher, doing everything in his power to further the interests of his Alma Mater.

Another teacher of this period who met with an untimely death was James H. Aydelotte, '80. While a student he showed such marked ability and energy in his work, especially in mathematics, that he was engaged two years before his graduation to devote a portion of his time to teaching. He afterward gave full time to mathematics until the close of the year 1883-4, when he went West and established a business college at Oakland, California. He died very suddenly of peritonitis while on a business trip to the City of Mexico, September 24, 1911. He is survived by his wife, Minnie Wright Aydelotte, '82, and three sons.

Other students who did tutoring because they showed teaching ability were Mary Laughead, Frank Payne, Frank Garver, and Paul Miller.

In the fall of 1881 Helen S. Pratt of Fairfield, Maine, came to the College as instructor in English and Latin. In 1887 she was succeeded by Mrs. Van Laer. Miss Pratt was quiet and unassuming and endeared herself to all by her thorough work and winning personality, both in the classroom and in the dormitory. She passed away very suddenly September 20, 1918. A letter had been received by one of her friends a few days before, saying that she was so well she felt she had strength for several years longer.

1881-2, the decennial year at Buchtel, found the preparatory department not increased in numbers, but it had passed from a chaotic condition to a well-organized and disciplined school, strong in all lines of its work, and with all courses evenly balanced.

As the collegiate department grew in numbers, the democratic spirit which was so pronounced at first lessened to a marked degree. In *The Buchtel Record* of September, 1882,

there appeared a very emphatic expression of the feeling then existing. The author criticized severely the fact that college men and women were subject to the same rules that governed the "Junior Prep." In the course of his argument he says:

"We must have a distinction in Buchtel College. Here the Prep ranks with the College Man in everything except the cost of tuition. He forms an important part of every college organization—the fraternity, the literary society, the glee club, etc. Such a state of affairs would not be tolerated for a moment in any first-class Eastern institution, and in our Western colleges it is meeting with decided opposition. Now we do not wish to advocate too strong a distinction, so that a belligerent feeling may arise; we do not even wish that the Prep should be banished from the college organizations in which he is now found. But we do ask that those who regulate the affairs of college discipline consider seriously the matter of bringing college men and women, without exception, under the same restrictions that govern preparatory pupils."

In the November issue of the same publication appeared a very able reply in verse. A portion is here quoted:

" 'Tis little use to talk. All know full well
The story of our thralldom. We are Preps!
Collegians rise, and with united voice
Proclaim us simply Preps. They meetings hold
In which the burden of their song is this:
'Farewell to Preps!' and hope 'twill lead
To crimson glory and undying fame;
But poor deluded souls! We'll not be dupes
Of petty egotists, conceited students,
Rich in some dozen facts and fancies,
Strong in some forty freshmen; only great
In that strange spell, a *name*.
* * * *

Yet this is *caste*,
That seeks an entrance here, and from her throne
Of power rules the world! Her slaves scorn Preps,
But thought in former days a Senior Prep
Was greater than a Fresh. And once again
Hear me, ye Preps, that echo to the cry
For right and justice. Evermore we'll swear
'THE PREP FOREVER SHALL BE FREE!'

In the same number of *The Buchtel Record*, November, 1882, was given an account of the memorable skirmish be-

tween college men and "Preps." The heading was as follows:

"FULL PARTICULARS OF THE GREAT WAR
BETWEEN THE COLLEGE AND PREPARA-
TORY DEPARTMENTS."

There was a picture of a mortar board, a jubilant "Prep" above it, and below it in big capitals, "B L U D." Then the stanza:

"Johnny had a little cap,
Whose board was square and black,
And everywhere that Johnny went
'Twas sure to get a whack."

This display of fireworks was an outcome of the introduction of the Oxford cap and gown, an innovation which provoked much ridicule from underclassmen and many outsiders. *The Record* says:

"On Thursday evening a monumental cheeked Prep, who deserves a leather medal for his gall, visited the social wearing a cap and gown which he had surreptitiously obtained."

A lively skirmish followed, and the "Prep" retreated, but he panted for revenge. At the close of the social, when the "Senior Class" (Chesrown was the sole member of the senior class in 1882), wearing his cap and gown, had just passed the division doors, the gas was turned off, and the "Preps" advanced by a flank movement on the said "Senior Class." One long, wild, and blood-curdling yell went up in the darkness; this was the slogan for the collegians to rush to the rescue. In the darkness friend struck friend and foe pounded foe until both sides drew off for repairs. Again we quote from *The Record*:

"When the smoke cleared away there arose a wild shout of exultation from the Collegians, for with that battle the line between college and prepdom had been distinctly drawn, and the Collegians had gained a victory, the importance of which can only be realized by the tone that it will impart to the College Department, and the good results which will follow."

There was nothing dull about college life in those days.

As the College grew in numbers, class spirit became more pronounced in college classes, and had its echo in the preparatory department. The younger students aped their elders in everything worth while, going as far as they dared, and frequently carried out original ideas, which showed much wit and planning. The middles had their own socials and the seniors had theirs. Commencement each year had its beginning in the preparatory department, and preparations were almost as elaborate as were in evidence the following week. The seniors established an annual custom of giving a reception to the middles some time near Commencement Week, and there was nothing stingy or amateurish about it. The literary exercises for the occasion were held in the chapel, after which all repaired to the dining-room for the banquet, which was sometimes served by professional caterers. Toasts followed, after which there was a general good time.

The Friday evening preceding Commencement proper was always the time set apart for the graduation exercises of the "Senior Preps." It was to all concerned a memorable occasion. "To be a Senior Prep was greater than to be a king." Bert Henry writes: "I think the proudest moment of my existence was when I graduated from the Preparatory School." The chapel was crowded with friends of the class. The stage was artistically decorated with palms, flowers, class colors, and emblems. Each member of the class appeared on the program, all having been thoroughly drilled for the occasion. Most entered the collegiate department the following year, but some, whom circumstances compelled to quit school, forged ahead and made fine records for themselves in the school of experience.

What has been said regarding the high standard of the work required and accomplished in the late seventies is true also of the years which followed. "No backward footsteps," was the slogan of the preparatory department.

Among the teachers of the second decade under the able leadership of President Orello Cone, was Charles C. Bates, professor of Latin in the college, who did not consider it beneath his dignity to teach "Senior Preps." They came into his austere presence with fear and trembling, but they also came with lessons prepared.

The department has always been proud of the fact that back in 1883 Charles S. Howe, the honored president of Case School of Applied Science, was adjunct-professor of mathematics at Buchtel and gave valued service in preparatory work, to the great advantage of those who were so fortunate as to be members of his classes. Who knows how much of Doctor Howe's success in later years is due to the practise he received at Buchtel in training the young idea how to shoot, and inspiring the young people to hitch their wagon to a star?

There were tutors, too, in this second period, to whom the College now points with pride. One whom Akron, as well as Buchtel, delights to enroll among her honored ones is Mary E. Gladwin, because of her wonderful record in Red Cross work, not only in the recent war, when she spent four years in Serbia, but in the Spanish-American War, when she gave valuable service in Cuba and Porto Rico, and in the Russo-Japanese War, when she was one of ten nurses sent from this country to Japan to train native nurses and systematize the work. She has been decorated a number of times in recognition of her valuable services—twice by Serbia, three times by Japan, and once by Russia. But her work has not all been in foreign countries. She has made an enviable record in hospitals in this country, and at the time of the Dayton Flood was in charge of all Red Cross relief work there. At present she is assisting in Red Cross work in Akron. In spite of honors heaped upon her, she is the same unassuming Mary Gladwin who endeared herself to all in her college days. In

recognition of her splendid work, her Alma Mater conferred upon her the degree of Doctor of Laws at Commencement, 1920.

Another tutor who should be mentioned is Frank O. Payne, so long connected with the schools of Greater New York, and author of several textbooks on scientific subjects. Mention should also be made of Lily R. Moore, who taught Latin, Greek, and physiology, and assisted in college work. After leaving college, she became prominently identified with suffrage work in Utah, and became secretary of the Utah Senate.

After Miss Stockman and Miss Gifford left the dormitory and began housekeeping in their home on Union Street, Miss Dora Merrill was placed in charge of the girls in the building, and became instructor in history and normal work in the collegiate department. She was bright and witty, and always saw the funny side of things, if there was one. In fact, she says her sense of humor almost led her into disgrace more than once. It is needless to say that her sunny presence was greatly appreciated by her pupils, but all understood that there was no trifling in class work, for she was thorough and exacting. She left Buchtel to take charge of one of the best-known girls' private schools in New York City. After seven years, on account of ill health, she left New York and went to Idaho, where, she says, she has literally returned to the soil, but not "Dust to dust," in the profession of farming. She has been doing big development work in Idaho, and has charge of several hundred acres of apple orchards, alfalfa fields, and other enterprises. She has entirely regained her health, and is the same happy optimist. She says she is still a spinster, and not ashamed of it, and a voter, of course. She spends her winters at Lockhaven, Pennsylvania.

Miss Martha A. Bortle succeeded Miss Merrill in charge of the girls' dormitory and of the normal department. She was a woman of commanding presence, strong personality, and

happy temperament—the requisites of a strong leader. Her specialty was English, and she did much to correct faulty speech among her pupils. She was a fine speaker, and her talks to the girls were helpful to a high degree. She was a happy factor in promoting the social life of the College, and planned and executed many happy functions. Her pupils felt that in her they had a sincere friend and good counselor; so it was with regret that they parted with her when, in 1895, she took up her new work as field lecturer for Buchtel. She later entered the ministry, and became pastor of a church in Hamilton, Ohio. Failing health compelled her to give up regular active work, but her nature would not allow her to remain dormant, and she did what her strength would permit. The end came at Chautauqua, New York, 1910.

Thinking that W. T. Sawyer, '87, could furnish some interesting facts concerning the social life of the preparatory students while he was one of their number, we asked him to contribute some information. His reply is characteristic and entertaining:

"I do not know much about the social life of Prepdom, for the reason that I never had any time to devote to it. You may not remember that as a Prep I was a grub, or bookworm, and that I studied so hard my hair began to turn gray before I got through college. During that same period Dr. Cone's hair whitened quite a bit, but it was not wholly my fault. I do not say it boastingly, but have always claimed that no set of grades made by any student in the preparatory department of old Buchtel ever equalled mine in many respects. I stood by and saw that grand old structure burn, with tears in my eyes, but when I learned that my grade record did not burn my grief went beyond control."

"All work and no play makes Jack a dull boy," was realized by the faculty, and much was done to create a happy, healthful amusement program for all students.

Changes were made in the curriculum from time to time to comply with college requirements, and the sentiments of the

times. Believing that all students should have some knowledge of Latin to prepare them for their college work, Latin was again introduced in 1885 in the Scientific Course, and made a requirement in the junior and middle years. For the same reason, industrial and free-hand drawing were made obligatory in all courses. In 1887 a "Normal Course" was outlined, consisting of two years of very hard work, with four or five studies in each of three terms, but students entering were supposed to be well prepared in common branches.

The preparatory department owes much to the Findley family. In the fall of 1892 Doctor Samuel Findley became principal of the normal department, a position for which he was eminently fitted, having been superintendent of Akron Public Schools for fifteen years, and editor of *The Ohio Educational Monthly* since 1882. He remained with the College for two years, when he resigned to take up other work. He died in 1898. In 1892 his son, Edwin S. Findley, became instructor in Greek and Latin, remaining until the close of 1894, when his brother, S. Emerson Findley, took his place and continued for two years. Edwin Findley is now principal of the South High School of Cleveland, and Emerson is with *The Iron Age*, his territory being the Middle West, with headquarters at Cleveland. They were all born teachers, but it is certainly an unusual circumstance that father and two sons should be teachers in the same school within five years.

Did not the limits of this chapter forbid, it would be a pleasure to speak somewhat at length of other loyal and efficient workers during the eighties and nineties. Some gave all their time to the preparatory department; others were instructors in the collegiate department who taught some preparatory classes. Among these was Charles R. Olin, '85, who taught mathematics for several years, displaying in his teaching the same devotion and thoroughness he has shown in his years of service as secretary of Buchtel College and the Municipal

University. Another teacher of mathematics was Joseph H. James, '94, now head of the department of technical chemistry in the Carnegie Institute of Technology.

The resignation of Miss Jennie Gifford in 1898, after twenty-four years of faithful service, left a vacancy in both preparatory and normal departments. The principalship of both departments was offered to Mr. O. E. Olin, professor of English language and literature in the State Agricultural College of Kansas. Mr. Olin was an Ohio man who had been for more than twenty-five years in the schools of Kansas, as public school teacher, high school principal, city superintendent, conductor of normal institutes, and college professor. This experience he found of great value in the exacting work of the next few years. Mr. Olin reached Akron August first, 1898, and entered at once upon the duties of his position.

The preparatory department at this time offered a three years' course of study in direct preparation for college, and a two years' normal course in preparation for teaching; it also included an art school, which gave work in both drawing and painting.

The college and the preparatory school were both housed in the same building, which, after the old plan of college architecture, contained classrooms, dormitories, boarding hall, library, and administrative offices. The preparatory department, however, had its separate faculty, consisting at that time of Principal Olin, Miss Elmie Warner, Miss Belle Armstrong, Mr. C. R. Olin, secretary of the College, and Miss Minnie Fuller, head of the art school.

A slightly increased attendance marked the year, and at its close 23 pupils completed the preparatory course, and three the normal course.

At the close of the first term of the next year, 1899, occurred the great fire that burned the college building to the ground, and left both college and preparatory school without

a home. The story of this great disaster and the faithful work of the friends of Buchtel College has been told elsewhere.

The faculty of the preparatory school was in session in the principal's office when the alarm of fire was given, and without waiting for adjournment the members scattered to begin the work of rescue. Two weeks later they were called together to complete the session, the story of the fire was written into the minutes in explanation, plans were adopted for continuing their work, and the meeting was regularly adjourned. Though all felt keenly the dire calamity that had befallen the school, there was no thought of giving up.

Through the kindness of Mr. F. A. Albrecht, the rooms above his drug store on Center Street, adjoining the college grounds, were hastily converted into classrooms and given rent free to the College, for the use of the preparatory department, until its own buildings should be replaced.

After the holidays, with only a few days' delay, the school opened in these rooms. The students stood loyally by, enduring all the necessary discomforts, and this was their home for nearly two years. They facetiously referred to the preparatory school of those days—because of its location—as the "School of Pharmacy."

Immediately after the fire the trustees of Buchtel College prepared to erect two buildings, one for the college on the site of the old building, and one for the preparatory school on a portion of the foundation of "Science Hall," facing on Sumner Street.

Mr. Herbert Briggs of Cleveland, a Buchtel graduate, was selected as architect for the Sumner Street building, and in connection with Principal Olin planned, for the exclusive use of the preparatory department, the fine brick building now used by the Engineering School. This building was completed and occupied in 1901.

At this time also the school was reorganized upon the basis of a full four years' course of study, meeting all the requirements of college entrance; and it became an accredited school for all Ohio colleges, and many colleges outside the state. The two-year normal course was discontinued, and the name of the school was officially changed to Buchtel Academy, which name it kept during the rest of its history.

Thus the most serious crisis in the life of the institution was successfully met by the loyalty of faculty and students, and was even made the occasion for advance and enlargement.

With the occupancy of the new building and the enlargement of the course, more students were enrolled and more teaching force was necessary. At the same time two members of the faculty who had given long and faithful service to the school resigned to go elsewhere, Miss Elmie Warner and Miss Belle Armstrong, and their places must be filled. Miss Blanche Widdecombe and Miss Claudia Schrock, both graduates of Buchtel, were then chosen as members of the faculty. In the fall of 1900 Albert I. Spanton of the class of 1899, now dean of the Liberal Arts College, was made assistant-principal of the Academy. Other teachers were added from time to time, until, counting all who were conducting classes at the Academy, there were twelve instructors when Buchtel College became a municipal university.

In 1904 Principal Olin, who for two years had also been acting-professor of economics in the collegiate department, was made head of the department of economics and history, and Mr. Godfrey Charles Schaible was chosen principal of the Academy. This position he held for two years, retiring in 1906.

At this time the trustees elected to the position Mr. Charles O. Rundell, a Buchtel graduate, who for five years had been vice-principal and teacher of German and history in Tabor Academy in Massachusetts. Miss Alice M. Rines was as-

sistant-principal. Mr. Rundell was assisted by a strong corps of teachers during his eight years of service, among whom were Miss Rines, Mr. Charles Shipman, and Mrs. Elizabeth Thompson.

Mr. Rundell had an ambition to have the Academy recognized throughout the entire country as a first-class preparatory school, and he gave much work to this end. He was rewarded by seeing the Academy on the accredited list of the North Central Association of Schools and Colleges, and on the accredited list of such colleges as Cornell, Pennsylvania, Michigan, Williams, Harvard, Yale, Columbia, Wellesley, Mt. Holyoke, and Smith. He also endeavored to raise the standard of the school by securing for the Academy chapters of the two honor societies for preparatory schools, Alpha Delta Tau for the boys, and Kappa Zeta for the girls. He believed that history and civics should be given more attention in secondary schools, and he and Mrs. Elizabeth Thompson planned and worked out what was perhaps the widest and most thorough course in history and government in any preparatory school in the land.

During the years from 1871 to 1914 a goodly number of the graduates of Buchtel College received a part or all of their fitting for college in the preparatory school, and some of the romance of college days hovers around its name. During the early days its enrollment was usually equal to or larger than that of the college.

The faculty of the preparatory school was always a strong one. In the early days many of the subjects of its course were taught by the professors of the college faculty, and during its forty-five years the languages and the various sciences were always taught by specialists. This had its effect, not only upon the scholastic attainments, but also upon the character of those in attendance.

In the summer of 1913, in connection with a proposed

charter for the City of Akron, the trustees of Buchtel College offered to turn over the property, endowments, and good will of the institution to the city as the basis of a municipal university to be owned and controlled by the city and supported by taxation. This grant was accepted under ordinance of the city council and December 15, 1913, Buchtel College became the Municipal University of Akron. Under the state law governing municipal colleges and universities, the Academy must be discontinued, as it was duplicating the work the city was already supporting in its high schools.

Accordingly, the last regular graduating exercises of Buchtel Academy were those of June, 1914. But on account of the difficulty of doing justice to all the class of 1915 by sending them to other schools, it was decided to provide as many as wished with instructors from the college faculty and permit them to finish their course as students of the Academy. This was done, and on June 16th, 1915, thirteen young people received the last diplomas given by Buchtel Academy, and the preparatory department of Buchtel College thus closed an honorable history.

CHAPTER X

THE FACULTY AND THE CURRICULUM

THE college of fifty years ago is a thing so apart from the modern conception of a college that it must be literally translated into present-day terms in order to be comprehended. Faculty, students, curriculum—all have been so wonderfully changed by the passage of time that they seem as unfamiliar and remote as well-known scenes viewed through opera glasses reversed. No man can point to any specific time within the half-century and say: "Here the change took place." Rather is our present state the result of a myriad of evolutional influences existent through a long period of time, and the resulting progress has been as steady and as inevitable as the movement of a clock hand. Clock hands, however, move in a circle, and here the analogy, let us hope, ends.

The Buchtel of the early seventies was a worthy representative of the college type of its day. The wall between town and gown stood still unshaken, a wall which for many years prevented the proper development of the entente cordiale between college and community. A college education was a most portentous thing in these early days and its pursuit exposed the individual upon a not entirely enviable pinnacle to the admiration of the initiate and the open derision of the Philistine. The physical provisions for higher education nearly everywhere were incredibly meager and the mental viewpoint as exhibited in the curriculum alas often equally illiberal. For the sake of comparison the following extracts are quoted from Professor Brander Matthews' account of his student days at Columbia at about the same period (*Columbia University Quarterly*, March, 1917):

"For us the college was only a continuation of the school we had just left, with no larger opportunity and with no change in the method of instruction. The program of studies was rigidly restricted and it did not vary year after year. The whole undergraduate body was required to attend chapel at a quarter before ten; and there we found awaiting us the entire faculty, which consisted then of only seven professors. At ten our solid class went to its first recitation; at eleven it moved on for another; at twelve it presented itself before a third professor; and at one we were free for the rest of the day. When I say that we went to three recitations a day, I mean it; we recited exactly as we had done in school. We were expected to prepare so many lines of Latin and Greek, or so many problems in mathematics, or so many pages of the textbook in logic or in political economy; and in the classroom we were severely called upon to disgorge this undigested information. And it was information that we were expected to acquire, rather than the ability to turn this to account and to think for ourselves.

"We were rarely encouraged to go outside the textbook; and no collateral reading was either required or suggested. We were not urged to use the library; indeed, it might be asserted that any utilization of its few books was almost discouraged. The library was open only for one or two hours a day after one o'clock, when most of us had gone home for our luncheons. I for one never climbed its stairs to avail myself of its carefully guarded treasures; and I doubt if any one of my classmates was more daring in adventuring himself within its austere walls, lined with glazed cases all cautiously locked. It contained less than fifteen thousand volumes; and it possessed no book which the grave and learned custodian had not personally examined to make sure that it was fit reading for youths of our tender years. This scrupulous librarian was allowed a sum of one thousand dollars a year for the increase of his collection; and he purchased only the very few volumes which he felt to be absolutely necessary, taking great pride in returning to the treasury of the college as large an unexpended balance as might be possible."

Probably this is a fair picture of conditions at most colleges fifty years ago. The broadening influences of the elective system were not yet astir in the land, and the curriculum was rigidly built up upon an unyielding foundation of mathematics and the classics. President Eliot says (*University Administration*, pp. 174-ff) :

"Methods of university instruction have changed almost completely within fifty years. The method of recitation from a book

is almost extinct, except in language instruction; the lecture method, after being greatly expanded, has been subsequently reduced quantitatively, and much changed in quality; the laboratory method with its congeners has been introduced, and now occupies a large part of the field; and the demand made on the student for written work of many sorts—themes, note-books, problems, reports, and theses—has become incessant. . . . The prime object of university methods of teaching today is to make the individual student think, and to do something himself, and not merely to take in and remember other people's thoughts; to induce the student to do some thinking and acting on his own account, and not merely to hear or read about other people's doings."

One turns with reverence to the early records of Buchtel College, filled though they are with the spirit of an education whose methods the present day terms narrow. Yet what nobler aim could education have than that contained in the eloquent words of Horace Greeley, who, speaking at the laying of the cornerstone on July 4, 1871, said:

"Hence, the higher education of our day—most wisely in purpose, if not always in methods—essays to base its institutes and processes on Religion, and to ground the character it seeks to form on the firm foundation of Christian Faith and Love. It realizes that the youth is but half educated at best whose intellect is developed and instructed while his moral sense remains dormant, his conscience asleep if not perverted."

From the first, Buchtel arrayed herself on the side of progressive education, little understood though the term was in that day. The keynote of her existence seems to have been fitly struck in the *Catalogue of the Officers and Status of Buchtel College, Akron, Ohio, For the First Academic Year, 1872:*

"It is the purpose of its Trustees and friends to make it a First-Class College, offering to students of both sexes equal opportunities for a *thorough, practical, and liberal* education. They welcome the fact as auspicious that the leading colleges in our land are endeavoring to raise the standard of liberal learning. It will be the aim of Buchtel College to be faithful in this noble work of promoting sound scholarship and refined culture—to become indeed an Institution of Arts and Letters, where the highest type of mental instruction and moral training will be imparted."

On Wednesday, September 11th, 1872, students and faculty found their way to their classes among the carpenters' benches and shavings of a still unfinished building, the first recitation in the new institution being conducted by Professor Carl F. Kolbe on that day. The *Catalogue for the First Academic Year* mentioned above seems to have been issued as a preliminary document to the opening of the institution, since it contains, besides the name of President McCollester, only a few faculty appointments:

FACULTY

Rev. Sullivan H. McCollester, A. M..

President

Professor of Intellectual and Moral Philosophy

Nehemiah White, A. M..

Professor of Ancient Languages

Professor of Natural Science

Professor of Mathematics

Carl F. Kolbe,

Professor of Modern Languages

Teacher of Ancient Languages

Teacher in English Branches

Miss Hattie Louden,

Professor of Music

Teacher of Ornamental Branches

Professor of Elocution

Miss Kate Neiber

Matron

With this small beginning a rather extensive program of instruction is announced, namely:

"First. A complete college course of four years, equal to that of the best Classic Institutions in the country.

Second. A thorough Philosophical Course of two years.

Third. A Normal Course, to meet the demands of scholars wishing to prepare themselves for successful teachers.

Fourth. A Preparatory Course, to fit students for college, and afford them useful Academic instruction."

How admirable the spirit of these pioneers and how little they comprehended the difficulties before them! With a still unfinished building, with a meager endowment and with only two or three definite faculty appointments, plans were already advertised for preparatory, normal, and "philosophical" courses in addition to a four-year college course "equal to that of the best classic Institutions in the country." To our present-day minds there is something almost epic in this great denominational crusade of the nineteenth century for knowledge —a crusade which has left behind it so many wrecks and so many records of attainment!

Thus, with a president and but few professors, Buchtel opened her doors half a century ago. During the first school year another catalog was published, and here appear all the names of the first faculty, excepting only that of the "Teacher in Ornamental Branches," which position still awaited an incumbent doubtless too gifted for any possibility of immediate discovery. In addition to the names already listed, appear those of S. F. Peckham, A. M., Professor of Natural Sciences; Miss H. F. Spalding, L. A., Professor of Rhetoric and English Literature; Alfred Welsh, A. B., Professor of Mathematics; H. D. Persons, Professor in Normal Department; Gustavus Sigel, Professor of Music, and Miss Hattie L. Lowdan (no longer "Louden," and translated to a new field of activity), teacher in English.

There seems to have been no disposition in the earlier days to distinguish sharply between departments of instruction or even the various courses or departments of the institution. The catalog for 1872-3 does, it is true, list the students in a classical course, a philosophical course, an academical department, a normal course and an "Irregular" course (which contained greater numbers than any other), but probably these distinctions were no more closely drawn than was the standard of

accuracy which reports (in the same catalog) a "total" of 463 students as follows:

First Term	139
Second Term	163
Third Term	161
Total	463

For many years no effort was made in the published catalog of the College to outline separately the work of the various departments of instruction. Without doubt the initial necessity for constant shifts and changes in subject matter and teachers is largely responsible for this condition. Out of chaos, however, there begin to appear gradually the fixed standards of departmental organization. The catalog for 1885 is the first to give a "Summary of Instruction by Departments"; here are recognized the following departmental units: physical science; Greek; modern languages; English literature; mathematics; mental and moral philosophy; political science; natural science; Latin; and law. An attempt will be made a little later in this chapter to outline the development of each of these and to give due credit to those teachers whose efforts have furthered that development. First, however, will be considered the development of the curriculum as a whole—a development which falls naturally into the following periods:

1. The Period of the Prescribed Curriculum
2. The Period of the Elective System
3. The Period of Expansion

The early years of Buchtel College are marked by an extreme of simplicity hard to realize in this modern period of costly equipment and diversified courses of study. There was, of course, only the original building on the campus, a building which ministered to all the educational and physical needs of students and instructors. The approximation to the so-called "boarding school type" is obvious, although this is by no means

to be construed in derogation of the curriculum, which compared most advantageously with the standard of the day. Scientific and library equipment was of but modest pretensions, as is shown by the following excerpts from the second catalog: "By the liberal donation of General L. V. Bierce, of Akron, and other friends of the college, an elegant and spacious room has been fitted up for a library. It has already been furnished with many volumes of valuable books. It has space for still more." Or, again, "The College owns a good Philosophical and Chemical Apparatus, of the latest and most approved kind. A valuable cabinet of minerals is being furnished the College." Not until several years later is there mention of a laboratory in which this "Apparatus" may be used by students.

The entrance requirements of the early seventies were based upon the three-year secondary school course of the period, and included a considerable quantity of Greek with about the same amount of Latin now commonly studied in the four-year high school course. In addition there was a requirement in mathematics of arithmetic and of algebra to equations of the second degree, but no geometry was specified. Under the heading of English came English grammar; history of the United States; modern and ancient geography. The unit system of measuring credit was still unknown, and no further requirements were made in addition to those just mentioned. Admission seems to have been by examination only.

Probably during these years every student who applied was admitted to some department of the institution. In fact, the establishment of a preparatory course and a normal course evidently signifies a desire to serve all who came. Those who might not be herein contained were assigned to a so-called irregular course, which boasted an enrollment of eighty-one students out of a total of 217 in all departments during the first year of the College. We are here concerned chiefly with

the collegiate courses, which were at first two in number, a four-year classical course and a two-year philosophical course. A year later a three-year scientific course was added. The elective system in our present use of the term was unknown. A student desiring to obtain a degree was required to take certain definitely prescribed studies with practically no choice on his own part. The inevitable reaction on the part of the students against this program was met by the establishment of a rule for so-called "Elective Courses," whereby "students not desiring to pursue any of the regular courses specified may select such studies as they please from those being pursued by regular classes, and on leaving College will receive Certificates of rank and advancement made." While this is by no means to be confused with the elective system later established, it represents a concession to the more liberal views which eventually prompted its adoption.

The Buchtel freshman of fifty years ago studied Greek, Latin, algebra, physiology or botany, and declamation. During the second year geometry, trigonometry, and analytical geometry took the place of algebra in a curriculum otherwise unchanged. The junior year gave the opportunity to substitute French for the classics, and included also chemistry, rhetoric, and calculus during the first semester. The rest of the course carried the student through mostly short periods of such diversified subjects as German, natural philosophy, mechanics, geology, surveying, intellectual philosophy, English literature, astronomy, political economy, logic, "moral science," history of civilization, etc. The only elective lay in the choice between classical and modern languages in the last two years. All else was required. The two-year philosophical course, soon extended to three years, omitted the classics and substituted German or French, and the scientific course prescribed Latin but no Greek with a maximum of natural science.

Such was the course of study in the earliest days of Buchtel College. It varied but little for a number of years until the influence of the elective system, inaugurated and developed at Harvard during the seventies, began to make itself felt throughout the middle west in the early eighties. The Buchtel to which Doctor Orello Cone came as president in 1880 was still the Buchtel of the seventies with studies rigidly prescribed. That elective studies were still regarded with suspicion is evident from the following passage from President Cone's inaugural address:

"Out of this utilitarian sentiment arises indifference to education, then direct opposition to it on the ground of its expense. Out of it springs, too, the disposition to get as little education as is consistent with making a fair show in society, and getting along in the world. Hence the tendency to take elective studies and rush through the work of education, as if economy of time were of paramount importance to an immortal soul, that has all eternity before it!"

The first tendency toward the elective system is discernible not more than two years after these words had been spoken, yet it marks only the entering wedge when we learn from the catalog for 1882-3 that after the first term of the sophomore year the student was allowed to choose four out of a total of five or six studies offered. To mark this privilege there appears the significant footnote: "courses elective from this point." Just why the beginning of the second third of the sophomore year was chosen as the dividing line is not clear. At any rate, tradition preserved it as the starting point of the elective privilege for nearly twenty years until, in 1900, the three-term system was discarded for the semester plan, and the final concession was made to the elective system by the substitution of the semester hour for the course as the basis of reckoning credit toward graduation. The gradual progress of this important evolution and the faculty attitude toward it may be best described by quotation from the catalogs of various years:

1882-3, "Courses elective from this point" (footnote to course of study).

1884-5, "All the studies of the Freshman year and those of the first term of the Sophomore year are required. From the second term of the Sophomore year to the end of the courses, all the studies are elective, each student being expected to choose four."

1887-8, "By means of this (the *elective*) system, applying as it does to the latter two-thirds of the course, the professors are enabled to extend each department of work considerably beyond the limitations of the ordinary college curriculum, and students are enabled to follow out those lines of advanced study most congenial to them. The experience of several years has proved this method to be satisfactory and successful."

1899-1900, "Following the trend of schools of higher learning, Buchtel College offers opportunities for extensive elective work, etc."

Meanwhile the philosophical course, first inaugurated on the two-year basis, and the scientific course, originally covering three years, had both been lengthened in 1875 to equal the four-year classical course, and these three courses were carried on for over forty years, until in 1916 the philosophical course was discontinued and only the degrees of B. A. and B. S. were conferred.

The beginning of the modern period of Buchtel's curricular history may be marked approximately by the beginning of the new century. The fire which destroyed the old building on December 20, 1899, marked the end of an era not only from the standpoint of physical equipment, but also in the more intangible realm of educational conditions. As we have already seen, the same period marked the final triumph of the elective system in the establishment of the semester hour as the basis of accrediting work. It witnessed also the beginning of the disintegration of that group of faculty members and trustees whose lives and works are synonymous with the older Buchtel. The catalog for 1897-8 still contains the names of Knight, Kolbe, Bates, Claypole, Egbert, Parsons, Gifford and Stockman. On the Board of Trustees were such old friends of the institution as Crouse, Slade, Schumacher, Tibbals and Will-

son. Within the next few years one by one these names began to disappear until, less than ten years later, only Knight, of the faculty, remained. During the five-year period after the resignation of President Cone in 1896, the College experienced a succession of three incumbents in the presidency —Knight (ad interim), Priest, and Church. All these changes, not to mention the material loss in the burning of the old main building, naturally served to produce a period of general depression which was faithfully mirrored in reduced student attendance and in serious financial conditions. The year 1903-4, with a total of only 63 students in college, seems to have marked the lowest ebb. In spite of these unfavorable manifestations, however, the modern period which, in its latter part, was marked by the extension of the curriculum, may be said to have begun with the election of Doctor A. B. Church to the presidency in 1901. A man of highest character, of hearty, lovable disposition, with a keen interest in his fellow men and a sympathetic understanding of their affairs, President Church soon assumed a leading place in the activities of the city and thus did much to lay a foundation of appreciation for the work of Buchtel College among the citizens of Akron. Upon this foundation it was possible in later years to build up the structure of the Municipal University. It was characteristic of President Church that he realized from the first the community of interest between city and college and, even in the earlier years of his administration, began to visualize the possibilities of a relation between the two.

The curriculum during the administration of President Church labored under the handicaps imposed by a changing (and not all too large) faculty and the lack of sufficient equipment in the scientific branches. The latter condition was materially improved by the erection of the Knight Chemical Laboratory in 1908. In spite of all difficulties, much was accomplished during President Church's administration in

strengthening the curriculum and lifting the standards of the institution. Most important was unquestionably the increasing of the curriculum of Buchtel Academy from a three-year to a four-year course in 1903, and the consequent enforcement of a strict standard of four years of secondary school work for entrance to college. During this period the department of music, the courses for teachers in Buchtel Academy, and the Art School were dropped, evidently with an idea of concentrating more and more upon the strictly legitimate fields of secondary and collegiate training. It is significant that certain efforts were beginning to be made to adapt courses to the needs of the community, as, for example, the establishment of a short-lived "commercial school" and the institution of a course in rubber chemistry, first specifically mentioned in the catalog for 1909-10, and destined to be the forerunner of important co-operative activities in the next decade to come.

The expansion of the curriculum under the new lease of life gained by the development of the municipal university plan in 1913 is of so recent date as to be familiar to all. The development of the institution itself sprang directly from the factors of increased attendance and ampler income. Both were due to the realization by Akron citizens that the institution had now become their own, and to the earnest efforts of the Board of Directors and the faculty to fulfil to the utmost their obligations to the community. December 15, 1913, is the commonly accepted date for the establishment of the Municipal University of Akron, since on that day Mayor Rockwell officially appointed the members of the new Board of Directors of the University, thus performing the last act necessary to the taking over of the institution by the city.*

The effect on the curriculum became immediately apparent. Plans were laid at once for the establishment of a College of

**This date is commemorated on the new seal which represents the old seal of Buchtel college in combination with the words "Municipal University of Akron, Ohio, established Dec. 15, 1913."*

Engineering on the co-operative plan, and Fred E. Ayer, assistant-professor of civil engineering at the University of Cincinnati, was called as dean of the new college. The choice was particularly happy, since Dean Ayer had been associated with Dean Herman Schneider of the College of Engineering at the University of Cincinnati almost from the beginning of the Cincinnati engineering college. Later two other men were called from Cincinnati, Mr. J. S. Mathewson as instructor in mechanical engineering, and Mr. Max B. Robinson, as professor in the same subject. Thus the Engineering College at Akron was built on the "Cincinnati plan" by Cincinnati men. In 1917 an engineering laboratory was added to its equipment, made possible by a bond issue by the city in the sum of \$50,000. The effect of the institution of co-operative engineering training was beneficial in several ways: it served admirably the needs of a growing industrial city; it helped prove to the citizens the practical value of the newly-acquired college, and, most important of all, it served to link up more closely than ever before the great industrial and business activities of the city with the Municipal University.

The Curtis School of Home Economics was established in Curtis Cottage in the fall of 1914 under the direction of Miss Sarah E. Stimmel, formerly instructor in the Ohio State University. Although established at once on the four-year basis, it graduated its first two students in June, 1916, the previous training of the women in question permitting the completion of the course in two years. The Curtis School has from the first sought to maintain a maximum of extra-curricular activities throughout the city, and has served as a valuable bond between the University and its constituency.

In addition to the establishment of the two new schools just mentioned, a powerful influence was exerted upon the scholastic life of the institution by the completion in 1916 of the new Carl F. Kolbe Hall, in which the Bierce Library is

now housed. The use of an ample, modern, library building undoubtedly did much to improve the standards of work and allowed numerous improvements in the curriculum.

The Evening College began its activities in the winter of 1915-6 under the title of "Late Afternoon and Evening Courses." During the first year most of the recitations were held from 5:00 to 6:00 P. M., but experience soon proved the advisability of changing to an evening hour. Under the direction of Professor Lockner and later of Professor Simmons as director of evening courses, the Evening College has grown to be an important part of the University's work. Courses are offered in nearly every department, and students come from every class of Akron's citizenship. The establishment in 1918 of night high schools by the Board of Education should do much to promote the growth of the Evening College.

The development of the curriculum may be indicated by comparative figures showing growth of faculty and student body. Buchtel Academy, formerly known as the preparatory department, was discontinued on the establishment of the Municipal University; hence figures in the following table refer only to students of collegiate grade. In every case the numbers refer to full-time students. For this purpose, five evening college students are estimated as equal to one full-time student:

Year	Total college faculty	Total college students	Remarks
1872	8	46	This faculty taught also 171 preparatory students
1882	12	54	This faculty taught also 148 preparatory students
1892	15	105	This faculty taught also 134 preparatory students
1902	14	82	This faculty taught also 129 preparatory students
1912	15	175	Includes no instructors in Academy
1918	33	457	397 full-time students 300 evening college students, reckoned as equal to 60 full-time students
1920	41	645	555 full-time students 449 evening college students, reckoned as equal to 90 full-time students

It is an interesting study in college development to trace the origin and vicissitudes of the present departments of instruction and to name over the teachers who have helped make Buchtel history. The original collegiate departments of the Buchtel of 1872 were: mental and moral philosophy, ancient languages, natural science, English literature, modern languages, and mathematics. The work in philosophy remained for many years the duty of the president himself. Thus one notes as active in this work the well-known names of McCollester, Rexford, Cone, Priest, and Church, all holding the Messenger Professorship of Mental and Moral Philosophy. The present holder of this professorship, Oscar E. Olin, is the sixth in succession and the first faculty member, other than the president, to function in this capacity. Three other professorships were established during the second year of the College's existence: the Elizabeth Buchtel Professorship of Rhetoric and English Literature; the Hilton Professorship of Modern Languages; and the Chloe Pierce Professorship of Natural Science. Early in the eighties the Pierce Professorship, whose endowment had been contributed entirely by women and which was then known as the "woman's professorship," was bestowed upon Miss Maria Parsons, professor of English, the only woman on the college faculty, and from that time on, by common consent, the Pierce Professorship remained in the English department and the Buchtel Professorship replaced it in the department of natural science and, later, of chemistry.

The department of ancient languages was first administered by Nehemiah White, a member of the original faculty. Professor White gave all instruction in Latin and Greek, in college and preparatory school for the first year, until relieved in the preparatory school work by Miss Mary Stockman. The early years show the names of Wallace Mayo, I. B. Choate, George Peckham, and Benjamin T. Jones as active in this department. In 1882 the work was divided, William D.

Shipman becoming professor of Greek and Charles C. Bates professor of Latin, an arrangement which continued until the middle of the nineties, when the departments were again combined under Professor Bates. Some six years later Professor Bates was succeeded by Joseph C. Rockwell, who is still in office.

As the demand for the classics decreased, the study of the modern languages grew. Carl F. Kolbe taught both German and French for a period of thirty-three years, from the beginning of the College until his death in 1905, with the exception of a one year's leave of absence when the work was carried on by G. H. G. McGrew. He was followed by his son, Parke R. Kolbe, who taught both languages until the creation of a department of romance languages in 1908. In 1910 P. R. Kolbe's place was filled for the period of a two-year leave of absence by Charles Bulger, who was later made head of the department of German. The German department is unusual in the fact that it has had but three heads during the period of half a century, and that the two successors of Carl F. Kolbe were in both cases his own students. When the student numbers began to increase after the establishment of the Municipal University, an instructor was added in the person of Edward von Janinski, who resigned before the entrance of the United States into the war. Meanwhile, due to war conditions, the work in romance languages increased greatly. The first head of the department, Miss Sarah de M. Plaisance, was succeeded in 1913 by Miss M. Alice Rines (now Mrs. Fred A. Hitchcock). On the resignation of Mrs. Hitchcock in 1919 the departments of romance languages and German were united as the department of modern languages with Professor Bulger as head, and Miss Katherine M. Reed was called as assistant-professor of romance languages.

The original department of natural science was headed by S. F. Peckham. Among its early instructors were Sarah M.

Glazier and Alfred Welsh. In 1875 came a man whom all Buchtel students love to honor, Charles M. Knight, destined to remain in active service until 1913, when he retired as professor-emeritus of chemistry. In January, 1884, there came to Buchtel that scholar of international renown, Edward W. Claypole, who assumed the work in biological science, leaving to Professor Knight the department of chemistry and physics. In 1907 the work of the department was confined to chemistry alone, and the work in physics was taught in the department of mathematics until the creation of a department of physics in 1918 under Professor F. F. Householder. Upon Doctor Knight's retirement H. E. Simmons became head of the department of chemistry, which has grown considerably in size under his direction. With him have been associated, at various times, Hardgrove, Jackson, Zimmerli, Van Doren, Sibley, and Schmidt as assistant-professors, besides numerous instructors and graduate-assistants. Two extensions of the curriculum are especially worthy of note. The course in rubber chemistry has been strengthened by the purchase of much modern equipment and is gaining an international reputation as the only college training course for rubber chemistry in existence. In co-operation with this work, fellowships in rubber chemistry have been established at the University by two of the large Akron rubber companies.*

A second line of co-operation has been developed by the activity of assistant-professor Hardgrove as director of the Bureau of City Tests. His entire time is devoted to this work, and all chemical and physical testing for the city is done at the Knight Chemical Laboratory.

At the coming of Doctor Claypole to Buchtel, the work in biology was organized as a separate department. The pio-

**Further co-operation with the University has been given by the four leading rubber companies by the establishment on their part of twenty-five scholarships in manufacturing production at the Engineering College, and by the free use of their facilities in the University's training plan for vulcanizers and tire repairmen in the United States Army.*

neer efforts of Doctor Claypole in this department will never be forgotten, although most of his fine collections were lost in the fire of 1899. In 1897 the failing health of his wife caused his removal to California, and he was followed at Buchtel by S. P. Orth, who was in turn succeeded five years later by Charles Brookover. Professor Brookover, a thorough student and teacher, with a well-developed interest in research, maintained in the department all the best traditions of its founder, Professor Claypole. Unfortunately for Buchtel, he was called to another position in 1913. His successor, Doctor Emily Ray Gregory, served only two years, and gave way to the present head of the department, Professor A. B. Plowman, who, by his untiring efforts as a teacher and his interest in co-operative activities with the Board of Health, the hospitals, and various other local agencies, has made the department an unusually efficient unit of the University.

The first head of the department of English (then called the department of rhetoric and English literature) was Miss Helen F. Spalding, who remained in office for three years. From 1876 to 1879 inclusive the catalogs leave blank the space reserved for the name of the head of the department, work in English during this period being carried on by Miss Susie Chamberlain, at first as tutor and finally as adjunct-professor. Miss Chamberlain, class of '73, seems to have been the first graduate of Buchtel to become a member of the college faculty. She was joined soon by W. D. Shipman, '77, and G. A. Peckham, '75. The second head of the department was Benjamin T. Jones, who was soon replaced by a woman whose personality has impressed itself deeply on Buchtel students, Miss Maria Parsons, who served as head of the department from 1880 to 1884 and again from 1897 to 1905. During the interval between Miss Parsons' periods of service appear the familiar names of Mary B. Jewett and Ellen E. Garrigues. The Pierce professorship of

English was filled at Miss Parsons' retirement in 1905 by the appointment of Albert I. Spanton, Buchtel, '99. Professor Spanton was chosen dean of the College of Liberal Arts a short time before the establishment of the Municipal University, retaining at the same time, however, his headship of the English department. In 1912 Frank D. Sturtevant was added to the department as assistant-professor. The sudden death of Professor Sturtevant in January, 1920, was a great loss not only to the English department but to the entire teaching staff. Earl B. Howe came as instructor in 1919.

The first professor of mathematics in Buchtel College was Alfred Welsh, followed in 1874 by Elias Fraunfelter. Professor Fraunfelter was elected city superintendent of schools in 1883, his successors being George S. Ely (for one year) and in 1884 Charles S. Howe, who had been adjunct-professor under Professor Ely. Professor Howe was the first holder of the Ainsworth professorship of mathematics and astronomy. With Professor Howe was associated for a little over a year in the late eighties Tracy L. Jeffords as adjunct-professor. In 1889 Professor Howe was called to Case School of Applied Science, of which he is now president. He was followed by Hermas V. Egbert, whose period of service in the department is longer than that of any other man: 1889-1903, and again from 1917 to the present time. No other department of the College has had so many changes as have occurred in the department of mathematics. Following Professor Egbert as heads of the department came Morrison, Sherk, Biefeld, Holder, and Lockner. Professor Lockner was succeeded by Max Morris as acting-head, and on Morris' resignation in the spring of 1920 John L. Jones became head of the department. For many years Secretary C. R. Olin has been assistant-professor of mathematics, and his continuance in this position has done much to stabilize the department during its many changes. Among the various instructors in mathematics should be named

Susie Chamberlain, G. A. Peckham, J. H. Aydelotte, Philip G. Wright, Willard Van Orman, J. W. Sleppey, Clarence R. Weed, Dean Ober, R. W. Evans, and John Bulger. With the coming of Doctor Biefeld the work in physics was added to that of the department of mathematics, and was carried on there under Holder and Lockner until a separate department of physics was established in 1918 under Professor F. F. Householder.

The catalog for 1885, which contains the first "Summary of Instruction by Departments," shows but little extension of the curriculum beyond the work undertaken at the founding of the College. A course in political science, taught by President Cone, indicates the beginnings of instructions in a branch which even the development of today has unfortunately never raised to the importance of a separate department. Some instruction was also given by A. B. Tinker in law and civil government. In the College of Liberal Arts departmental growth has come about by the division of already existing departments, rather than by the creation of entirely new ones, as, for example, the division of modern languages into German and romance languages, and the division of natural sciences into chemistry, biology, physics, etc. For one branch of work, however, a new professorship was created, mention of which first appears in the catalog for 1892, the Ryder Professorship of Rhetoric and Oratory. Its first incumbent was L. Alonzo Butterfield, although work in this branch had previously been given by Susie Chamberlain, Ada Mariner, and Cecil Harper. Professor Butterfield served until the middle of the nineties, at which time the use of the Ryder professorship was discontinued. For a short time the work was carried on by Professor Garrigues of the English department and her mother, Mrs. A. M. Garrigues, and then by Miss Elmie Warner. After Miss Warner came Carita McEbright, Maude Herndon, Maude Carothers, Anna M. Ray, Louise Forsythe, Katherine

Merrill, and again Miss McEbright, the present instructor in oratory.

Work in history was carried on for many years in connection with the department of English and, during the early years of the present century, by Professor O. E. Olin of the department of philosophy. In 1914 a department of history was created under Professor Elizabeth A. Thompson, dean of women, whose life-long service in the teaching of history in the Akron public school system, in Buchtel Academy, and in Buchtel College, well merited the appointment.

Of the original faculty of Buchtel College, only one remains in Akron, Gustavus Sigel, professor of music, who is probably the only living representative of that little body of men and women who taught at the opening of Buchtel fifty years ago. Several persons have had long records of conspicuous service on the faculty. Among them are: Charles M. Knight, with thirty-eight years of active service (1875-1913); Carl F. Kolbe, with thirty-three years of service (1872-1905); William D. Shipman (1877-1895); Charles R. Olin, now secretary of the University and in its employ since 1885; Charles C. Bates (1882-1902); Oscar E. Olin, since 1898; Joseph C. Rockwell, since 1902; etc. Grateful mention must also be made of a number of teachers in the preparatory department who came in close contact with all students at Buchtel in the early days, as, for example, the Misses Gifford and Stockman, Miss Dora Merrill, and Miss Martha Bortle.

The curriculum of Buchtel College has been from the first favorably comparable with that of other American colleges. It has developed with the various epochs of American higher education from a basis composed largely of classical and cultural studies to the inclusion of scientific and technical work of the highest grade. During the last twenty years a wave of college standardization has swept the country, due largely

to the initiative of the Carnegie Foundation and such agencies as the U. S. Bureau of Education and the North Central Association of Colleges and Secondary Schools. While still a privately supported institution, Buchtel was denied membership in the best standardizing organizations by reason of small endowment, although no fault could be found with the standards of the institution in scholarship. The ample income of the Municipal University ensured its recognition as a standard American college in every quarter. Thus it has during the last five years been admitted to membership in the North Central Association and, most difficult of all of attainment, to a place in the approved list of the Association of American Universities—a list composed of those American colleges whose baccalaureate degrees are certified by the Association as of standard value for recognition at European universities. And so, upon the basis of sound scholarship built up by the pioneer faculty of Buchtel, the new institution, with the support and endorsement of a great and growing city, may well look forward to an honorable future.

“And gladly wolde he lerne and
gladly teche.”

—*From Chaucer's description of the
clerk (scholar) of Oxenford
(Oxford).*

CHAPTER XI

THE TEACHER

NNATURALLY there comes to mind the question, What are some of the essential qualities for the making of a great teacher? Without placing them in the order of greatest importance, one may suggest qualifications that are likely to win success:

A thorough understanding of the subjects taught.

The faculty to explain and illustrate, simply and clearly, principles and their applications.

A sympathetic interest in young people and an insight to the character and motives of individual students.

Patience, the poise of good judgment, and the ability, when one method of explanation fails to be understood, to change readily to another.

Earnestness in manner and enthusiasm for the subjects taught.

Forgetfulness of self in efforts for the welfare and progress of pupils.

A broad vision and general culture in subjects even remotely related to those taught.

A candid and sincere character is necessary and an attractive personality is helpful to success.

There is a charm about the personality of most great teachers that cannot be put into words. Some speak of it as a sort of magnetism, but it is made up of many small features. It may be just a glance of the eye, giving approval, or a slight smile showing commendation, or a shade of disappointment passing across the face, bearing an unspoken rebuke; it may be just a bit of humor or a flash of wit to relieve a tense situation; or, again, a slight change in the tone of voice that reveals

a hidden emotion. Are not these little touches, and many others like them, flashes of light from the inner life we call the soul?

Buchtel College was fortunate in her instructors. A few well deserve to be called great teachers, and several others, by reason of long service or rare teaching power, or both, made an unusually deep and lasting impression upon their students.

PROFESSOR CARL F. KOLBE

Professor Kolbe taught German and French for thirty-three years in Buchtel College, beginning his work with the opening of the College in 1872. He has told of conducting the first recitation ever held at Buchtel, amid the din of saws and hammers in neighboring rooms of the unfinished building.

The subjects he taught were popular, and his classes were large from the very beginning. Pupils are quick to recognize merit in a teacher, and his students realized that work under his guidance was worth while. Not all students take to learning a foreign language readily, and Professor Kolbe was exacting in his requirements; but even those who failed admitted that it was not due to any defect in the teaching.

With young pupils, in classes beginning a language, he had a way of calling for the reciting in concert of the essential principles that made them stick in the memories of even the dullest. He required thorough work of his pupils. He was forceful in his teaching, using what are sometimes called drillmaster methods, and he certainly achieved results. He used, a great deal, written exercises on blackboard and paper, and made sure by written tests that the class as a whole was ready for a new advance.

He never spared himself when it came to correcting work on paper handed in by his pupils. With his large classes and no assistant, this drudgery must have used many of the hours outside of classroom that a teacher should have for reading and recreation, but never was he heard to complain. Doctor

Kolbe was most loyal and faithful to his classes; his absence, even on account of illness, was a rare occurrence.

His thorough training in classical lore made him a profitable and charming teacher for advanced students in literatures. Drill methods could be dropped, and with a class of the best heads from lower classes electing to go forward, and all eager to learn the finer points and shades of meaning, Doctor Kolbe became an enthusiastic and inspiring companion, as well as guide, to each member of the class. If one should get the idea that Professor Kolbe, with his strict discipline in classes, was reserved and unbending outside the classroom, it would be an error. While always dignified, he was warmly cordial in his greetings. Courteous without flattery, he had poise, but was not cold or reserved. He made everyone feel that he was genuine all through, and sincere. He was "a gentleman of the old school" in its full meaning; he was never too hurried to be polite, and took pains to show a courteous bearing to everyone. His desire to add to the social pleasure of his pupils led him to organize and introduce the American-Franco-German (A. F. G.) picnic, which was an annual outing at some nearby lake-side or grove arranged for the pupils in his classes. The happy social side of Doctor Kolbe's nature shone at these gatherings, and under his leadership, aided by the efficiency of his good wife, these social occasions became very popular.

Professor Kolbe was an excellent musician, and often served as musical critic for the city journals. His knowledge of this art made his services of value to the faculty, and he was chairman of a committee on music for many years and compiled leaflets of songs to be used in chapel service.

Doctor Kolbe was a very interesting story-teller, as those can testify who were fortunate enough to hear him narrate his experiences in German educational institutions, or tell of the thrilling incidents attending his life as leader of a military

band during the Civil War. He rarely spoke in public, but as editor of newspapers wrote a great deal and presented written addresses on many occasions. He was master of a clear, concise style that went straight to the point at issue.

President White of Lombard University, Galesburg, Illinois, at one time a professor at Buchtel, knew the merits of Professor Kolbe, and that institution honored itself in conferring upon him the degree of Doctor of Philosophy.

Carl F. Kolbe was born in the Province of Hanover, Germany, in 1832. His father was a Lutheran minister, and his brother Herman was the eminent organic chemist. He was educated at Göttingen and the University of Marburg, and emigrated to America in 1852. He taught modern languages and music before and after our Civil War until appointed professor of modern languages at the opening of Buchtel College in 1872. Married late after years of a rather lonely life in boarding houses, he was ready for the appreciation and enjoyment of a home of his own. Those who were fortunate enough to enter that happy home remember how much Mrs. Kolbe brought to it, and how entertaining both host and hostess could be. Doctor Kolbe made intimate companions of his two sons, and they, in turn, adored their father. The younger followed in the scholarly paths his father marked out, and at the time of this writing, in the year 1920, is president of the University of Akron.

Doctor Kolbe hardly ever spoke of retiring from service, but had been heard to say he hoped he might "die in the harness"—and he did; he dropped dead while walking from room to room in his home, having conducted classes up to the day of his death. His going left a great void in the faculty. He knew the past history of the College as did no one else. In the thirty years of the existence of the College, he was the first teacher who had died while serving her. After the service in the college chapel had been tenderly spoken and

the students had sung the songs he loved best, it was the hardest of tasks for his co-laborers to close up the ranks and go on without him, who had been a loved guide and companion for so many years. Near the site of his recitation room the new library building was erected in 1915, and is fittingly named "Carl F. Kolbe Hall." It stands as a monument to the self-sacrificing work for Buchtel of one who justly deserves the honor of being her first professor.

PROFESSOR ELIAS FRAUNFELTER

Professor Fraunfelter was called to Buchtel in 1873 as teacher of applied mathematics and the following year was made the regular professor of pure and applied mathematics. He brought to his work a valuable experience in teaching in academies and public schools.

In the ten years that he labored for Buchtel, he made his department, which is often considered dry and unattractive, one of the most popular and efficient in the institution. He was a "born teacher," bringing out from his pupils the best work of which they were capable. He never shunned hard work himself, and made his pupils ashamed to "take things easy." He assigned severe tasks; the term examinations he set were long and difficult, but such was the spirit of his students that they rather gloried in "the hard grind."

While Professor Fraunfelter had an attractive appearance, he lacked grace of manner, being nervous in his movements and angular in gestures, but he had a most winning smile, and when he asked a favor one could not find the heart to say no.

There was excellent discipline in his crowded classroom without any effort on his part. The atmosphere was charged with the spirit of earnest work, and inattention, or fun, seemed out of place. He was very fertile in expedients; if one method of demonstration did not make a matter plain to all minds, he was ready with another, and he abounded in various "short cuts" in calculations. He was in the right work when teach-

ing mathematical principles, for he had a mind that loved precise methods; his thinking was clear, exact, and went straight forward to a definite end. In teaching various branches of mathematics, he seemed to get hold of the subjects by the right handle. He put a great deal of nervous energy into his teaching, and, not being very robust, would be exhausted by night, but always seemed to be recuperated for each new day. He did not dissipate his strength by going into many functions outside his college engagements. He did not seem to be especially interested in literature, or music, or any other art. Perhaps his devotion to the one rather narrow field explains, in a measure, his excellence in it. Hermon A. Kelley, of the class of '79, a prominent attorney of Cleveland, gives the following excellent estimate of Professor Fraunfelter as a man and a teacher:

"Having attended a number of institutions of learning both in America and abroad, I am convinced that those having to do with the appointments to the faculties give most of their attention to mere learning, and often lose sight of those personal qualities which serve to stimulate the love of learning in others. There seems to be an impression that a man who knows a subject can teach it. Many a time have I left the lecture room of a celebrated professor wondering why it would not have done just as well to read what he had said from a textbook.

"In most of our large eastern universities, professorships are held by men whose researches and writings shed luster upon their institutions, but whose personal influence upon the student body is negligible. The real work of teaching is done by assistants and instructors, few of whom possess any especial qualifications for their work beyond a possible *cum laude* attached to their degrees. The result is that larger numbers of students who need stimulation and guidance find themselves adrift on a sea of learning, rudderless and often motorless.

"The plain fact is that if teaching is not a lost art, it is at least a sadly neglected one.

"I have been asked to state why Professor Fraunfelter had such a remarkable hold upon the student body of Buchtel College; why so many students of his day elected to the fullest extent possible a branch of study which is generally regarded as dry and difficult; and why those students who came under his influence have rarely failed to recognize throughout their lives

that the most valuable training they received in college came from that same dry branch.

"The answer is simple—Professor Fraunfelter was a great teacher. Indeed, I may say, without undervaluing the high qualities of many other men under whom I have studied, that he was the greatest teacher I have ever known.

"Nobody, of course, could fail to recognize his ability and learning in the mathematical sciences. But this alone could not account for his remarkable power.

"Whence that power came I do not know. Whether inborn or acquired, the big fact was that everybody felt it irresistibly. I have seen him stand for an hour demonstrating to a class which was stalled by some intricate problem in the calculus. As the demonstration proceeded, I have seen the members of the class sitting on the edges of their seats, leaning forward with an interest almost as eager as though they were listening to a tale from the *Arabian Nights*. And I have seen the professor at the end of the hour drop into his chair in physical exhaustion from the effort to give to us what was in him.

"That is teaching.

"The great teacher must be able through his personality to assume a compelling intellectual leadership. He must not simply know his subject; he must know his pupils. He must feel keenly and see clearly their difficulties. He must know how, sympathetically and interestingly, to dispel those difficulties. Above all, he must be willing and able to give not only the best that is in his subject, but what is even more important, the best that is in himself.

"These great qualities of the teacher Professor Fraunfelter had. He was kindly and sympathetic, yet no one ever thought of imposing upon his kindness or sympathy. The failure of a student in his class brought no spoken rebuke. In fact, the professor seemed somehow to take the blame of the failure upon himself. And the culprit's sense of responsibility was doubled by the teacher's generosity. But failures in his classes were rare occurrences. His wonderful power of exposition and his intensely personal leadership carried us through most of our difficulties, and at the same time inspired us to exertion that insured success.

"His nature was gentle and sensitive, but he had a great reserve of quiet force. That force he knew how to communicate to others. He was a true apostle of learning.

"Professor Fraunfelter attached very little importance to the memorizing of demonstrations, but always commended original effort. Under the stimulus of his encouragement I remember spending over two weeks in working out some thirty or forty different proofs of the Pythagorean Proposition in geometry.

"Feeling as I do that education is discipline—that mere information counts for little, while the power to deal with the problems of life is everything—I attribute most of the small success I have had in this world to those men who taught me to think. Among these, Professor Fraunfelter—not the mathematician, but the man and the teacher—will always have my deepest gratitude and affection."

Professor Fraunfelter occupied responsible places on faculty committees, such as Classification, Courses of Study, and Discipline, and was prompt, efficient, and tireless in these duties. He usually carried his points in faculty discussion: while not dogmatic, he was persistent, and had a way of presenting his pleas by asking questions with such a winning smile and happy tone that it was easy to agree with him.

One does not remember his writing or delivering public addresses, but often he taught in teachers' institutes, and for several years was one of the examining board for public school teachers. Professor Fraunfelter was in the Civil War, retiring with the rank of captain, and was an active and influential member of the Grand Army organization of Akron. He was given the degree of A. M. by Bethany College, and the Ph. D. degree by Lombard University. Professor Fraunfelter was overworked at Buchtel, as were his co-laborers; besides pure mathematics, he taught mechanics, surveying, and astronomy. In 1883 he was elected to the superintendency of the Akron Public Schools, at an increased salary, and the College lost one of her prized teachers.

PROFESSOR CHARLES M. KNIGHT

Charles Mellen Knight, A. M., ScD., was born in Dummerston, Vermont, in 1848. His boyhood was spent upon his father's farm in southern Vermont. When sixteen years old he left the farm to fit for college at an academy in Deering, Maine.

His preparatory studies were interrupted each spring by a call from the farm. The Civil War was raging and there

was scarcity of men's help. Young Knight kept up his studies while helping to put in the seed and gather the harvest. While the team rested he would be seen sitting on the plow-beam learning the *hic, haec, hoc* from a few pages torn from a Latin grammar, and the clatter of the mower knives would be almost forgotten in the absorbing attention given the synopsis of a Greek verb. After many delays he entered Tufts College in 1868 at the age of twenty years. At the end of the freshman year he left college to accept an advantageous opportunity with an engineering party then locating a line of railway from the Missouri River to the Pacific. After nearly two years of wild, adventurous life on the western frontier, young Knight returned to college. His western experience, however, changed all his plans, and he returned to his studies with the definite purpose of becoming a civil engineer. He graduated with the degree of A. B. in 1873 and secured a position on the Denver and Rio Grande Railroad, then building from Colorado to Old Mexico. But the financial panic of '73 soon stopped all railroad construction, and he took the position of assistant-principal in Goddard Seminary at Barre, Vermont.

At the close of the first year of teaching, Mr. Knight decided to fit himself as a specialist in chemistry and physics and went to Boston to take graduate courses at the institutions nearby. He was made assistant to Professor Dolbear, the famous electrician, and pursued post-graduate work in chemistry and physics at Harvard College and the Boston School of Technology. For this work he was given the degree of A. M. by his Alma Mater, not "in course," but "for specific attainments in chemistry and physics." In 1875 he was called as principal of the Danvers, Massachusetts, high school, and at the same time as teacher of science at Buchtel College. Thinking the latter call would afford a better opportunity to

follow his chosen specialty, he accepted it and began work in September, 1875.

For thirty-seven years Professor Knight was in active service at Buchtel. For nine years he was in charge of all the science taught, but in 1884 was relieved of a portion of this heavy load when Doctor Claypole was called to the College as professor of natural science. From 1884 to 1907 Professor Knight continued in charge of both chemistry and physics; physics was then taken over by the mathematics department. For five years more he was active head of the department of chemistry. Professor Knight did no actual teaching after June, 1912, but at the request of the Board of Trustees he remained as nominal head for another year with general supervision of the department; at the close of the year he retired with the title of Professor Emeritus.

At Commencement in 1897 Professor Knight was given the degree of Doctor of Science by Buchtel College, having then served the institution for twenty-two years. For a long time he served as dean, and in 1896-7 was acting-president of the College during the interim following the retirement of President Cone.

When the college building burned in 1899, Professor Knight established new quarters for his laboratories in the basement of Crouse Gymnasium. Here he conducted his classes in chemistry until 1909. This ten years of teaching under such difficulties gives us an idea of the devotion and spirit of service shown by Professor Knight to the old college in its time of misfortune.

In 1908, by gifts from an anonymous donor, small subscriptions, and twenty-five thousand dollars from Mr. Andrew Carnegie, a fine chemical laboratory was erected, and very appropriately named the Knight Chemical Laboratory in recognition of the years of self-sacrifice and devotion that Professor Knight had given to Buchtel College. This building, a fitting

monument to Professor Knight's work and services, was planned by him, even down to details. Ground was broken in 1908, and he moved in at the beginning of the school year in the fall of 1909.

Since his retirement from active teaching, Professor Knight has continued to make Akron his home. Here he lives amid his books and magazines, enjoying, with his devoted wife, in the evening of his life a well-earned leisure. That many years may be spared him is the prayer of every one of his former students.

There is no better evidence of Doctor Knight's personality and teaching power than the large number of his students who have made chemistry their profession. The group is a large one, and it is impossible to name all in this brief article. It includes such names as Willett L. Hardin, '93, formerly of the department of chemistry, University of Pennsylvania, now consulting chemist, Los Angeles, California; Joseph H. James, '94, head of the department of chemistry in Carnegie Institute of Technology; Floyd T. Metzger, '99, formerly professor of industrial chemistry, Columbia University, now chief chemist for the Air Reduction Company of Jersey City; Ralph E. Myers, '01, chemical director for the Westinghouse Lamp Works, Bloomfield, New Jersey; and H. E. Simmons, '08, Professor Knight's able successor at Buchtel, still in charge of the department of chemistry at the University of Akron, and a leading authority in rubber chemistry. The fact that these and many other Buchtel graduates have not only made chemistry their profession, but have been notably successful in it, is certainly a tribute to the inspirational teaching of Professor Knight.

In response to a request from the editor of the Buchtel History, Professor James, whom we have already mentioned as one of the most successful products of Professor Knight's teaching sent an excellent tribute to the work of Professor

Knight as a teacher. After speaking of the profound influence of Professor Knight upon those students who became chemists, Professor James continues as follows:

"I do not mean in this connection to detract from the influence of Professor Knight upon *all* the students under his instruction. It should be remembered that the chemical work at Buchtel down to the time of the change to the Municipal University was not professional; chemistry was taught rather for its cultural and general educational value, a work which Professor Knight did in the most admirable manner. We can all remember the clearness with which he laid the foundations of the science and the wealth of illustrations from the practical applications of chemistry that he constantly brought in to make the students feel that chemistry is a living, growing science, touching every phase of human activity. As one who has seen some of the teaching elsewhere that gives the impression to many students that chemistry is the dryest of dry subjects, I can testify that Buchtel students were indeed fortunate to have such a teacher in this science.

"But a teacher of science must do more than master the subject sufficiently to teach it; he must be engaged either in research or consulting work in order that he may bring into his teaching the enthusiasm, knowledge, and inspiration derived from contact with the outside world or from the results of original research. Professor Knight was well known in the industrial life of the Akron district. He was one of the first rubber chemists in the country, having done chemical work for the Goodrich Company years before the management of many rubber companies realized that a chemist is a necessity rather than an expensive luxury. It must certainly be a satisfaction to Professor Knight to see at the Municipal University now a school of rubber chemistry, where men are trained for positions in this industry.

"Professor Knight's work in the consulting field was not confined to rubber, however. It included oils, paints, varnishes, polishes, toxicology, milk inspection, water analysis, the clay-working industries, and a great amount of work for the cereal companies of Akron. With this intimate contact with chemical industries, he was able to vitalize his teaching in a way absolutely unknown to the professor who learns from books merely enough to conduct his recitations.

"Added to this classroom acquaintance and interest, we all gratefully acknowledge the interest and encouragement given us by Professor Knight in other ways. I shall never forget the long letter of kindly advice and helpful suggestions he wrote to me when, having finished university studies, I was looking about for an opening. His interest in his graduates has been that of a father, and none of us, seeking advice, ever went away from him

except with feelings of hope and encouragement as a result of contact with his most delightful personality.

"All of us remember Professor Knight in the classroom—quiet, firm, gentlemanly, and with it all a dignity that absolutely stopped—before it began—any attempt at classroom or laboratory disorder. I well remember how a certain student, now a prominent attorney, who had an argumentative disposition, tried to take the time of the class one day by prolonging a certain philosophical discussion beyond the point where anything profitable was to be gained. When Professor Knight thought the subject had been discussed sufficiently, with quiet dignity he completely ignored young future attorney's last question, and proceeded with the other topics of the recitation.

"While most of the preceding remarks have been confined to Professor Knight's chemical work, it should not be forgotten that, in addition to his chemistry teaching, he either taught physics or had direct supervision of the teaching of the subject down to the year 1907. In physics, as in chemistry, Professor Knight's work as a teacher was characterized by clarity in explanation of fundamental principles, and by a wonderful wealth of practical illustration that vivified and made fascinating this science even to the mediocre student.

"It seems unfortunate that the small college, such as Buchtel was during the greater part of Professor Knight's teaching life, is passing. I do not believe there can possibly be, in the newer development of large universities and technical schools, any substitute for the intimate personal acquaintance between professor and student such as we graduates of Buchtel knew with such men as Knight, Claypole, Bates, and Kolbe. In the modern institutions such men never come in contact with freshmen or even sophomores, these students being turned over for recitations and laboratory work to young instructors, who, no matter how good their intentions, are usually loaded with such a heavy schedule of teaching hours that they know their men only in the aggregate; there is little opportunity for the development of individual acquaintanceships, which mean a great deal to the young men in their freshman and sophomore years. The small college, with its small classes in charge of mature men like Professor Knight, has done greater work in giving inspiration to the younger student than is generally believed."

PROFESSOR E. W. CLAYPOLE

Edward Waller Claypole was born in England in 1835. He began teaching when eighteen years of age and, with short intermissions, taught all his life. He came to America in 1872, and a year later, through the influence of Doctor

Edward Everett Hale of Boston, Massachusetts, was called to a professorship in Antioch College, Ohio. After eight years of work at Antioch he left to take a position as paleontologist to the Second Geological Survey of Pennsylvania, and after two years of valuable work in the mountains of the Keystone state, in January, 1884, he began his work at Buchtel College.

He was called to bear a part of the heavy work then falling upon Professor Knight. The whole group of science studies was divided into physical science, or physics and chemistry, and the natural sciences, or geology, biology, etc., and Professor Claypole took charge of the latter group.

Professor Claypole came to Buchtel when forty-eight years of age, and gave in her service fourteen of the best years of his mature life. He brought distinction to the College, and teachers and students alike took great pride in the recognition he won in his field of thought and labor. Doctor Claypole was a great teacher—great in discovery, great in knowledge, great in the skill of imparting. He was born with a clear, powerful mind, which he used with great energy and singleness of purpose. Others had better opportunities—wealth, influential friends, and great social aids—while he, without these but with rare industry and heeding no distracting allurements, brought his talents to their best and finest uses.

His nature had been rounded on all sides by general culture. He was one of the best informed men one could meet in a lifetime. It was rare indeed for any subject to be brought into conversation when he was present and not be illumined by some thought of his; and his comment would be given so quietly and with such modesty as to carry the idea that he held himself but a lowly learner in the subject. He was entirely devoid of pretension to high authority in any subject. He had no trace of intellectual pride. He never put himself forward, and had no desire for fame. He was the friend of

the lowly industrious. Simple in manner, plain in dress, and always at work, he met the laborer on his own level and won his confidence and esteem. The intelligent farmer loved him as a brother, for his great fund of information and his valued opinion of any farming problem—be it insect pest, treatment of soils, or animal plague—was for anyone, without price.

His judgment and advice were valued over the whole range of the college curriculum. Especially in the broad field of science, when any puzzle or paradox appeared, or there was doubt about various plans of procedure, it came to be a natural course to go to Professor Claypole.

It is given to very few to use the English language with the facility and skill he had acquired. One looks for grace in the use of language in a written essay, but his extemporaneous lectures were models of clear, simple English.

Besides all these qualities, and above them all, he had a great love for the truth. This made him the great discoverer and scientist that he was. His eye was single to the truth. When he believed he saw a new principle or an unexplained law, he excluded all extraneous considerations and concentrated all his powers upon the research; and his mind was so disciplined and his will so powerful that he rarely met failure in any quest. But the searcher after truth must have patience, too; and how many times an inquiry was put by to wait until more facts could be marshalled to give their testimony! This love of truth—the desire to be accurate and exact, to spare no pains to get at absolute facts—won for him the confidence and devotion of his students. It was his plan to give his classes not alone the general view of a subject, but in addition to make a thorough study of some small part of the field and to give them some idea of the charm of research. That his students became enthusiastic and devoted to their tasks, there are many to testify.

Doctor Claypole held degrees of B. A., B. Sc., and D. Sc. from the University of London, and was a member or fellow of a large number of scientific societies in this country and abroad. He contributed valuable papers to these societies and to many journals in Great Britain and America.

Doctor Claypole was blessed, beyond the usual measure, with the sympathetic and intelligent co-operation of his wife and two devoted daughters. All three were remarkable women. "High thinking and plain living" never went out of fashion in that home. Mrs. Claypole, always frail, helped in quiet ways by preparing literary work and looking up references, while the robust twin daughters, who adored their father, were his usual companions in outdoor expeditions.

On account of the sudden and severe changes of climate often experienced in northern Ohio and their effect upon the frail health of his wife, Doctor Claypole moved his home to Southern California in 1897 and took a position in the Throop Polytechnic Institute at Pasadena. He died suddenly at Long Beach, California, in 1901.

Professor Maria Parsons One of the strong personalities on the Buchtel faculty was Professor Maria Parsons. She was called to the chair of English and rhetoric in 1880. After four years in this position, she resigned to travel abroad, but eleven years later returned to Buchtel at the urgent request of President Cone to teach in the preparatory department, and two years later, in 1897, resumed the professorship of English in the College, in which position she remained until June, 1905.

From the first, Professor Parsons took high rank as a college teacher. She had a refined personality, possessed unusual scholarship and keenness of mind, and was earnest and sincere, hating shams and pretenses of every sort.

Mrs. Lulu W. Knight of the class of 1906 writes the following appreciation:

"Miss Parsons was a great teacher of literature. She appealed to the vision of youth with that vision which she herself possessed. By interpreting the truths of life through the medium of literature clearly and impartially, by giving interest to those truths in the right proportion, and by appealing to the best qualities of the student himself, she was an inspiration to the best ideals.

"The atmosphere Miss Parsons created in the classroom was first of all a genial one, due in large measure to that unusual something which we call personality. Her appearance, her manners, were exquisite; she herself might have been one of the heroines of an English novel, a true 'gentlewoman,' fastidious in the niceties of every-day living. Can the precision of her desk be forgotten? the careful order, the nice arrangement, the personal touches—for there was always a vase or a flower, or a book of her own, besides a picture or two and a larger bowl or vase for the room itself.

"But, added to all the charm and graciousness, was an impression of power. She commanded the situation as one with various capabilities able to meet any occasion; her opinions and decisions had the force of a keen, true judgment. Moreover, she had an unusual sense of humor, sharpened and diversified by her many gifts; her smile came quickly and surely, as if she enjoyed from the deepest sources. All these qualities enhanced the value and the interest of her work in the classroom.

"I think that perhaps the literature we studied then no longer seems to us of the same importance; but what we who were her pupils do understand better and admire more and more with the passing years is the personality of Miss Parsons herself, a personality which impressed us so unusually and so enduringly. Her love of her work was partly her love of the beautiful and partly her love of human nature, and her interest in us as students was much more than for the moment.

"Miss Parsons was a wonderful teacher; but, beyond that, she was a wonderful woman, giving love and service to her every task."

Professor Mary Jewett The excellence of the work of Professor Jewett has already been referred to in the chapter on President Cone's administration. Succeeding Professor Parsons as Pierce Professor of English Literature, Miss Jewett for seven years maintained the highest standards of teaching in that department, and by her thoroughness added greatly to the reputation of the College for sound scholarship. While a woman of unusual strength of character and excellent judgment, she also had an even, steady temperament, and

withal a warm sympathy with young life which commanded the confidence of students and won their affection.

Professor Charles C. Bates Every Buchtel student of the eighties or nineties remembers Professor Bates. Who can forget the tall and slender form, the handsome black eyes, the deep voice, the full black beard, the stern glance softened by the smile always lurking about the lips? What freshman will ever forget how he trembled from head to toe when first called upon to recite by that deep, stern voice? As one expressed it, "I was so scared that my mind went blank. All I ever knew about Latin vanished, and I flunked flat."

Yet Professor Bates was a great teacher. In college—he was a graduate of Tufts—he had shown himself to be a brilliant student in all his classes, but especially in languages. He had a remarkably retentive memory. It was said that he could recite from memory the Greek text of the entire first book of Homer's *Iliad*. And his work as a teacher was no whit less thorough than his work as a student. His manner was so abrupt as to be rather forbidding, but beneath was the kindest of hearts, and as his students came to know him more intimately they learned to love and appreciate him for his real worth as a teacher and as a man.

Professor Bates served Buchtel College for twenty years, being professor of Latin from 1882 to 1895, and professor of Latin and Greek from 1895 to 1902. With rare devotion he gave the best portion of his life to the building of an excellent department of classical languages.

One of his students, Edwin L. Findley, '91, now a prominent teacher of Latin, and principal of South High School, Cleveland, writes of him:

"In seeking an answer to the question, What was Professor Bates' chief claim to the admiration and regard of all his former

students? one would unhesitatingly point to his rare combination, in one personality, of high attainments and rigorous ideals in scholarship with unusual ability as a classroom instructor. It was with a wise and unerring hand that he led his flock, now through charming groves and along pleasant streams, now up arduous ascents, always sure-footed under his guidance and always inspired. No danger at all could there be of being fed on the dry husks of classical scholarship in such a class. Each moment was made alive with interest, each episode vivid with meaning and pregnant with suggestion."

Professor Charles S. Howe Although Professor Howe was at Buchtel only six years, 1883-9, during that time he made a deep impress both as teacher and as administrator upon the life of the institution. It is no disparagement to others to say that Professor Howe was one of the ablest instructors in the history of the College. To his teaching of mathematics he brought sound scholarship, high scholastic ideals, and a contagious enthusiasm. He raised the money to build and equip the small astronomical observatory, and so changed the teaching of astronomy at Buchtel that it ceased to be a matter of lecture and textbook routine and in his hands became one of the most interesting, practical, and vital of studies.

In many ways Professor Howe's initiative and executive ability made themselves felt, especially in the work of organizing the Buchtel College Cadets, securing a gymnasium, and arousing an enthusiastic and healthy interest in the physical training of the students. The ability and organizing power of Professor Howe have been used with large effect since he left Buchtel, for during his presidency and under his leadership Case School of Applied Science has taken rank as one of the best institutions of its kind in the country. President Howe holds doctors' degrees from several institutions, is prominent in leading astronomical societies, and is an authority in scientific and technical educational circles.

Professor Samuel P. Orth Another member of the Buchtel faculty whose period of service was brilliant though brief was

Professor Orth. Succeeding Doctor Claypole as professor of natural science, he remained five years, from 1897 to 1902. In the fire of 1899 no department suffered greater loss than did the department of natural science, for not only recitation rooms, but laboratories and equipment, were completely destroyed. It devolved upon Professor Orth, one of the youngest men on the faculty, to begin without anything, not even a classroom—he used the balcony of the gymnasium. It is greatly to his credit that he had the courage and ability to continue successfully the work of his department amid such difficulties. In those same trying days, Professor Orth rendered valuable service as a member of the Faculty Building Committee in planning and overseeing the construction of the new buildings and in the general work of reconstruction following the fire.

While still at Buchtel, Professor Orth showed clearly that his chief liking was not for natural science but for political science. He took a keen interest in civic and political affairs, both local, state, and national, and because of his ability as a speaker he was much in demand to give public addresses on political themes.

On leaving Buchtel Professor Orth spent a year at Columbia University in completing his work for the Ph. D. degree. From 1903 to 1909 he practised law in Cleveland, Ohio, at the same time lecturing on law at Western Reserve University, Case School, and Oberlin College, serving one year on the Cleveland Board of Education, and for three years being Assistant U. S. District Attorney. In 1912 he was called to Cornell University as professor of political science, a position he still holds.* Professor Orth has written several books

*Since this article was written news has come of the death of Professor Orth at Nice, France, while on sabbatic leave, in the spring of 1922.

and many magazine articles on political and social topics. Among his best-known works are: *Centralization of Administration in Ohio*, *Five American Politicians*, *Socialism and Democracy in Europe*, and *The Boss and the Machine*.

Professor Charles Brookover Professor Orth's successor was Charles Brookover, who came to Buchtel fresh from post-graduate study at Columbia University. Professor Brookover remained nine years; of this period he spent one year at the University of Chicago to complete his work for the Ph. D. degree.

From the first Doctor Brookover introduced to his laboratories the newest and most approved methods. He was himself a tireless worker; outside the required classroom routine he was almost constantly engaged in research. But, unlike some teachers, Doctor Brookover never allowed his interest in research to interfere with his classroom or laboratory instruction; on the contrary, his researches stimulated and vitalized all his teaching.

Doctor Theron Jackson, '09, writes as follows of Professor Brookover:

"It falls upon one who owes to Charles Brookover the inspiration and early teaching that started him on a scientific career, to write a few lines in an attempt to tell what such a man meant to Buchtel and the students whom he taught. He loved his science better than himself, and his activity was painstaking and tireless. No sacrifice required to bring his work to a successful termination was ever too great. His labors were characterized by an accuracy and regard for truthful findings which may be compared to those of Darwin, Huxley, DeQuatrefages, and other famous men whose teaching he followed. In his chosen field of neurology he had few equals.

"Unlike many great students, Professor Brookover was an excellent teacher. He possessed almost an instinctive faculty for detecting the special talents, or the particular weaknesses, of individual pupils. He taught elementary biology to rebellious freshmen with the same thoroughness and care that he lavished upon his advanced students; more than that, he possessed the ability to present his subject in such a manner that it was indeed a stubborn pupil whose interest he failed to arouse.

"As the writer of these lines grows older and he finds himself working over living bodies, very often of his friends, the memory picture of 'Brooky' comes back, bending over the microscope, searching for a minute point overlooked throughout the ages. It is then that there comes the full realization of what he was to those who were fortunate enough to have known him as a teacher and a man."

Severe weather changes in northern Ohio were not favorable to the health of Professor Brookover, and this, with greater financial inducements, led him to accept a position in the medical department of the State University of Arkansas. His withdrawal left a void in the college faculty hard to fill.*

On the teaching and administrative staff of the University of Akron today are six men who have been on the faculty fifteen years or more. Their periods of service vary from fifteen to thirty-two years. Counting the total time they have served the institution, these men, with their periods of service, are as follows: Charles R. Olin, thirty-two years; Professor Oscar E. Olin, twenty-two years (six in the preparatory department and sixteen in the college department); Dean Albert I. Spanton, nineteen years (four in the preparatory department and fifteen in the college department); Professor Joseph C. Rockwell, eighteen years; Professor Hermas V. Egbert, seventeen years; President Parke R. Kolbe, fifteen years.

Secretary In point of length and value of service to Buchtel *Charles R.* College no one has a more enviable record than *Olin*

Charles R. Olin of the class of '85. Born February 19, 1861, in Windsor, Ashtabula County, Ohio, he came to the preparatory school in 1879 and spent six years as a student there and in Buchtel College. During his senior year in college he was practically in entire charge of the financial office by reason of the absence of Mr. A. B. Tinker at the Cincinnati Law School. Upon the completion of his course, he entered the service of the College, being elected

*Since the writing of this article news has been received of Professor Brookover's death at Louisville, Kentucky, March 17, 1922.

adjunct-professor of mathematics in 1888. Although his service as a teacher continued for many years, it was particularly to the supervision of the financial details of college administration that most of his time was given. In 1891 he was elected secretary of the Board of Trustees and in 1897 treasurer as well. Upon the foundation of the Municipal University he was chosen clerk of the Board and secretary of the University, in which positions he still continues.

It is safe to say that the versatility of Charles Olin and his faithful and unwearying service have been among the most important of the foundation stones upon which the success of the institution has been built. As an accountant and a counsellor in all financial matters, as an attorney, as an architect and engineer, and as a practical business man, as well as in the capacity of teacher, he has given a lifetime of such service as money cannot buy. In 1909 his Alma Mater conferred upon him the degree of Master of Science (in course), based largely upon his valuable work in drawing plans for the Knight Chemical Laboratory. In later years, owing to the growth of the University, the much loved duties of the teacher have had to give way to the increasing calls of the business office. When Buchtel celebrated her fiftieth anniversary in 1920, Charles Olin closed his forty-first year of active association with the College. The results of his constructive effort are evident on every hand to those familiar with Buchtel's history.

Professor Oscar E. Olin Professor Olin came to Buchtel in 1898, following Miss Jennie Gifford as principal of the normal and preparatory departments. Born in Ohio, most of his life had been spent in the West, where he had enjoyed a wide and varied experience in teaching and educational administration. After several years in public school work, he had accepted the professorship of English in the Kansas State

Agricultural College at Manhattan, where he remained for sixteen years, resigning that position to come to Buchtel College.

Professor Olin continued as head of the preparatory department six years. In 1904 he became professor of economics and history and instructor in mental and moral philosophy in the College, since which time his teaching service has been continuous. For several years he carried uncomplainingly a heavy burden, teaching all the College offered in history, logic, psychology, philosophy, and the social sciences, but in 1914, with the coming of Mrs. Elizabeth Thompson as professor of history, he was relieved of a portion of the load. Since 1919 Doctor Crecraft has taught the classes in economics and political science, leaving sociology, philosophy, and logic as the work of Professor Olin at the present time.

During these years Professor Olin has been first of all the teacher. He comes from a family of teachers. He believes in the teaching profession—the great need it serves, its real worth to society, and the high privilege of service it confers upon those who give their lives unselfishly to it. Because during his years in the College he has taught so many subjects and his classes have always been crowded, it is probable that no other professor has come into touch with so many students—especially upperclassmen—in the classroom as has Professor Olin. And his influence has always been strong and helpful. Nothing better indicates the genuine affection with which Professor Olin is regarded by the hundreds of students who have sat under his instruction than the name of "Daddy" by which he is known to all.

When Buchtel College became the Municipal University, Professor Olin was made vice-president of the new institution.

At the 1920 Commencement the University conferred upon Professor Olin the degree Doctor of Laws in recognition of his having completed a full half-century of teaching.

Professor Hermas V. Upon Professor Egbert rests the distinction of being the only member of the "Old Guard" in active service on the faculty of the University at the time of the publication of this History. Succeeding Professor Howe in the chair of mathematics and astronomy in 1889, he remained fourteen years, being an associate of Claypole, Orth, Knight, Bates, Shipman, Parsons, and the elder Kolbe. In 1903 he resigned to enter business life, but soon resumed teaching, and was at Pennsylvania State College six years and in the Cleveland Technical High Schools three years prior to his return to the University in 1917.

Before coming to Buchtel Professor Egbert had valuable experience in astronomical research, especially in the Cincinnati Observatory, the Dudley Observatory at Albany, New York, and the Washburn Observatory at Madison, Wisconsin. During these years frequent contributions from his pen, giving the results of his astronomical investigations, appeared in the *Astronomische Nachrichten*—the leading international journal of astronomy—and other astronomical publications. The results of his special work at Washburn Observatory were published in book form.

From the first Professor Egbert's courses in mathematics and astronomy were among the most popular courses given. Probably one of the chief reasons was his thoroughly human quality; with him the man was never lost in the teacher. While keenly interested in the subjects taught, and thoroughly alive to their large value, he was no narrow specialist, but ever recognized the value of subjects in the curriculum outside his own department. It was no uncommon thing for Professor Egbert to pause in the midst of a recitation in trigonometry or calculus to emphasize the practical value of Latin and Greek to every student of mathematics. Professor Egbert took a personal interest in the students; many who attended Buchtel

College in the nineties will remember, among the most pleasant experiences of their college days, the friendly hours spent in the Egbert home.

Professor Joseph C. Rockwell The senior member of the present faculty in length of actual teaching service in the college department is Professor Rockwell. Coming to Buchtel in 1902 as successor to Professor Bates, he has filled the chair of Latin and Greek continuously since that time with the exception of one year when he was given leave of absence to complete his work for the Ph. D. degree at the University of Jena.

During these years the high scholastic standards of the department under his predecessor have been vigorously maintained. Himself a thorough scholar, Doctor Rockwell has insisted upon thoroughness and accuracy on the part of his pupils, and has had little patience with slovenly methods and careless work. It is safe to assert that so long as Doctor Rockwell remains the older ideals of education for culture will have an ardent champion at the University, and that no matter how many and how insistent may be the cries for "practical" education he will stand like a rock against any change in either the content or the method of college instruction that will mean the lowering of scholastic ideals.

President Parke R. Kolbe President Kolbe and Dean Spanton belong to both the older and the newer Buchtel. Both are Buchtel graduates. Both had their undergraduate training—or the larger part of it—in the old college building under such instructors as Knight, Parsons, Orth, Bates, Egbert, and the elder Kolbe. Although Dean Spanton had previously served four years as assistant-principal and teacher of English in the Academy, both began their work as teachers on the college faculty at the same time, in September, 1905, six years after the old building was destroyed by fire. The fifteen years of service each has given in the college department are almost equally

divided between the periods before and since Buchtel College became the University of Akron. Thus in a very real sense they stand for both the earlier traditions and the later developments of the institution.

Of necessity this chapter will appear fragmentary and incomplete. There has been no attempt even to mention all the excellent teachers who have served Buchtel College; the purpose has been only to pick out certain instructors who seem especially significant by reason of length of service or unusual teaching power. Probably no two persons would make the same choice. To some readers doubtless there are serious omissions; to others, names are included which they would prefer to omit. But no intentional injustice has been done. It is our desire to give all honor to those to whom honor is due. Even as we write other names come crowding to mind—some from long ago and some from recent years—of instructors whose work was characterized by unusual ability or fidelity: Nehemiah White and William D. Shipman in the classics; Ellen E. Garrigues and Frank D. Sturtevant in English; Alice Rines-Hitchcock in both ancient and modern languages; Sarah de Plaisance in French; and Carita McEbright—a member of the present faculty—in what used to be known as elocution, but now passes under the caption of public speaking.

Throughout her history Buchtel College has been singularly fortunate in her teaching staff. And her faculty at the present time will not suffer by comparison with the faculties of former years. It is no disparagement to other members of the present teaching force to make special mention of Professor Elizabeth Thompson, dean of women and professor of history, a teacher of remarkable interest and power; Professor H. E. Simmons the able successor of Doctor Knight in chemistry; Professor Charles Bulger, who has conducted the modern language department so efficiently since Doctor Kolbe became president

of the University; Dean Fred E. Ayer, to whose wisdom the growth of the College of Engineering is largely due; Fred Sefton, esteemed as a man no less than he is admired as a coach; and Doctor A. B. Plowman, the efficient head of the department of natural science. With such instructors as these and their colleagues, there is no danger that the tradition of sound teaching, for which Buchtel College was famous in her earlier years, will be lost in the University of Akron of our own generation.

THE GOLD AND THE BLUE

Written by Lulu Weeks Knight, ex-'06

Now rouse ye, oh faithful,
And sing ye anew,
A song for old Buchtel,
Her gold and her blue,
With hearts beating fondly
And fervent and true.

CHORUS

For what is so dear to us
As the Gold and the Blue?
Sing ye heigh, sing ye ho!
For the Gold and the Blue.

The Gold and the Blue, yes,
'Tis worthy of song,
And proud are the hearts that
Will cherish it long,
With never a shadow
Of sorrow or wrong.

Then wave the bright banner
O'er Buchtel for e'er;
There's never a college
Or color so fair—
The place that we love
And the pledge that we wear.

CHAPTER XII

GIFTS AND DONORS

THE records of the early financial history and growth of Buchtel College are very incomplete, so much so that little information is available as to the sources from which the money was received for the erection of the main college building and for the operation and maintenance of the school during the '70's. From the records of the Board of Trustees and those of its executive committee there is gathered what little information we have as to this period. It is evident that the College passed through trying times in the '70's in spite of generous gifts and the unflinching loyalty of Mr. Buchtel and others intimately associated with him in those early days. In 1875 the Reverend D. C. Tomlinson resigned as financial secretary, and the Reverend Andrew Willson was chosen to be his successor. The period of the next two years and a half—from December, 1875, to June, 1878—was probably as critical a time financially as ever came to the College. In later years Mr. Willson, speaking of those days, said, "During this period the college passed through its most trying financial experience. Only John R. Buchtel and the financial secretary knew how nearly it came to closing its doors. In debt nearly \$50,000, a large portion to banks at ten per cent interest, it was no easy task to prevent notes going to protest. All the bankers were as patient as their rules would permit, and no note was ever protested."

Early in 1879 a campaign was begun to raise money to pay off the debt referred to by Mr. Willson. Several financial agents were appointed to have charge of the campaign in the different sections solicited. The territory covered included not only Ohio, but also Indiana, Michigan, a portion of Illi-

nois, western Pennsylvania, and western New York. A total of about \$60,000 was raised.

In June, 1879, Mr. A. B. Tinker was made secretary of the Board of Trustees and ex-officio financial secretary of the College. Prior to the time of Mr. Tinker's appointment, no adequate records are to be found of the financial transactions of Buchtel College. Great credit is due Mr. Tinker for inaugurating a system of accounting that shows a record of the business affairs of the institution in detail. Throughout the remainder of Mr. Buchtel's life, Mr. Tinker served as his private secretary, and was in intimate contact with all his affairs, particularly as they were related to the College. The following year, upon his recommendation, the Board authorized an appraisal of the assets and liabilities of the institution as a basis for opening a complete set of books and accounts, and from July 1, 1880, a complete record of the financial affairs of Buchtel College has been kept and preserved.

At the time of this first appraisal the tangible assets and outstanding liabilities of the institution were set forth as follows:

BALANCE SHEET, JULY 1, 1880
ASSETS

Real Estate—

Building, Campus, Ball Grounds,	
President's House, and a few	
other parcels	\$150,000.00
Buchtel Chapman Farm	40,000.00
Vinton County Farm	15,000.00
Paper Mill Stock	15,000.00

Personal Property—

Stock in Franklin Furnace Co.	\$ 7,500.00
Apparatus, Natural History Col-	
lection, Library Books, Maps	
and Furniture	10,051.69

_____ 17,551.69

Endowments—

Elizabeth Buchtel Professorship....	\$20,000.00
Chloe Pierce Professorship	20,000.00
John H. Hilton Professorship	25,000.00
L. A. E. Messenger Professorship	25,000.00

90,000.00

Scholarships—	
30 of \$1,000 each	\$ 30,000.00
Subscriptions to debt	42,064.04
Miscellaneous items	405.60
Cash on hand	208.80
 Total Assets	 <u>\$400,230.13</u>

LIABILITIES

Bills Payable	\$44,084.04
L. A. E. Messenger Professorship....	25,000.00
John H. Hilton Professorship	25,000.00
Chloe Pierce Professorship	6,044.37
Scholarship Funds	10,605.00
Personal Accounts	171.80
 Total Liabilities	 <u>\$110,905.21</u>
 NET RESOURCES	 <u>\$289,324.92</u>

We shall now go back and trace the growth and development of the financial history of the College from the beginning as best we can from the records available.

Fortunately there has been preserved a list of the contributors to the original fund of \$60,000 that had to be raised if the College were located in Akron. As this may be considered in a sense the "charter" membership list, it is reproduced here in full:

J. R. Buchtel, \$31,000; J. F. Seiberling, \$5,000; George Steese, \$2,000.

The following gave \$1,000 each: Lewis Miller, Alexander Brewster, G. W. Crouse, Eugene Miles, J. B. Woods, A. C. Voris, George Perkins, F. Schumacher.

The following gave \$500 each: S. M. Burnham, Avery Spicer, H. McKinney, M. W. Henry, J. J. Wagner, Jacob Allen, L. Benjamin, A. H. Commins, J. A. Sumner, E. Steinbacher, W. R. Carver, C. Cranz, C. W. Brown, J. H. Pendleton, Brewster Brothers.

A friend, \$700; a friend, \$200; Hill, Adams & King, \$750; Snider & Wilhelm, \$200; J. H. Wise, \$300.

The following \$200 each: J. P. Alexander, E. P. Green, Barnes Brothers, Wetmore & Paige, N. D. Tibbals, George Thomas & Son, Joseph Webb, C. W. Bonstedt, George Weimer, C. A. Collins & Son, J. Cook & Son, O. C. Barber.

The following \$150 each: H. W. Howe, J. A. Kohler, J. Mathews & Son, J. A. Long, A. L. Conger, Cramer & May.

The following \$100 each: Isaac Harter, Koch & Levi, Martin & Howe, B. McNaughton, I. Mills, D. S. Alexander, P. H. Dudley, W. C. Parsons, L. K. Miles, J. H. Pitkin, J. A. Lantz, U. L. Marvin, A. P. Baldwin, George H. Helfer, Alden Gage, J. T. Trowbridge, W. M. Cunningham, William Bowen, W. C. Jacobs, W. B. Doyle, O. H. Remington, John McGregor, T. McEbright, M. T. Cutter, M. R. Paine, T. Erasmus, H. & R. S. Paul, A. Berg, H. H. Clark, John Wolf, McMahon & Steele, Geo. Wohlwend, Charles Merriman, A. M. Barber, N. W. Goodhue, John Harris, H. Bonchuchmar.

The following \$50 each: W. H. Crumrine, A. Baldwin, J. H. Peterson, R. N. Downey, H. G. Canfield, D. J. Long, D. S. Wright, H. D. Freer, Philip Evans, Hiram Spicer, Orion Church, H. Hart, David Hanscom, J. A. Means, Belah Bosworth, F. S. Hanford, Jacob Wise, R. L. Mallory, J. L. Mallory, W. H. Carver, George Sackett, H. J. Ayers.

The following \$25 each: Robert Baird, J. A. Moody, George Burkhernett, M. Beecher, Norman Allen.

In the proceedings had in the matter of incorporating Buchtel College on May 31, 1870, the appraisers appointed by the county auditor in pursuance of the law, to appraise the property then belonging to the institution, reported as follows:

"2.60 acres of real estate situated between Carroll and Middlebury Streets, Akron, O.	\$ 7,000
Subscriptions of sundry persons amounting in the aggregate to	62,000
Total	<hr/> \$69,000"

ENDOWMENT AND OTHER GIFTS

The vital strength of an institution like Buchtel College depends in a very large measure upon the growth and permanence of its endowment. It is not enough that such an institution should have adequate buildings and equipment and an able faculty—it must have ample means to finance its operations. The experience of Buchtel College has shown that less than one-third of its operating income has been derived from the fees paid by its students. The balance has come from gifts of those interested in the institution who have been both able

and willing to contribute to its maintenance. Buchtel College through the years found many such friends.

In the following pages we have endeavored briefly to enumerate the various funds and gifts which came to the College from its inception until it became the University of Akron in December, 1912, together with the names of the principal donors. We are unable, however, to give either a list of donors or the total amount contributed to the erection of the original college building, but it is estimated that the gifts must have been at least \$30,000 or \$40,000.

First and foremost among the contributors stand the Honorable John R. Buchtel, in whose honor the College was named, and his ever faithful wife, Elizabeth Buchtel, who always stood loyally by him and seconded his every effort in behalf of the institution. As has already been noted, Mr. Buchtel gave \$31,000 towards securing the location of the College in Akron. Just how much more than this he gave during the '70's the records are not available to show, but from allusions occurring here and there in the trustees' records and elsewhere it is certain that his gifts must have been considerable. In the records of the trustees for July 8, 1874, the indebtedness of the College was reported to be \$29,400. Mr. Buchtel offered to give \$9,400 of this amount if other friends of the College would pay the remaining \$20,000 within that college year. Again on June 20, 1875, the records quote Mr. Buchtel as saying that "the amount due him as shown by the secretary's books should not trouble the institution so long as it shall go forward in the performance of its mission, and its friends everywhere shall stand unflinchingly by him in its support." Towards the close of the campaign which was inaugurated in 1878 to raise money to pay off the indebtedness, the field had been pretty thoroughly canvassed and the returns were beginning to come in rather slowly. The pledges had been made on the condition that the full amount be subscribed.

In order to make these pledges secure, Mr. Buchtel agreed to give some \$9,100, the amount needed to make up the required amount.

In 1880 Mr. Buchtel deeded to the College five city lots which he owned in Cleveland, valued at about \$1,500.

At Commencement of 1881 Mr. Buchtel turned over to the College a tract of about forty-three acres, known as the Chapman farm and located south of Exchange Street and east of Spicer Street in Akron, also a block of stock of the Akron Paper Mill amounting to one-sixth of the entire capital stock. At that time the paper mill was a very prosperous concern, and the stock proved a most excellent source of revenue for the College. At this time also Mr. Buchtel gave a one-third interest in 370 acres of mineral land in Vinton County, Ohio, and some shares of stock in the Franklin Furnace Company of Columbus, Ohio. These latter did not prove so valuable as the first two items mentioned. However, at the time of this gift it was considered to be worth about \$75,000, and it was set apart for the general endowment of the College.

On Founder's Day, January 18, 1883, Mr. Buchtel again demonstrated his interest in the College by a gift of \$100,000 for a perpetual endowment fund.

In September of that same year he transferred to the College some lands in Michigan valued at about \$2,000.

On Commencement Day of 1887 Mr. Buchtel made what proved to be practically his last large gift to the institution. The preamble to this gift ran thus: "Whereas Buchtel College has been founded in my name, and Whereas I desire to honor the institution that has honored me, and to aid in placing it on a financial basis so permanent and solid that it shall stand through the ages, giving light to the world, etc." This gift consisted of \$100,000 in bonds, and policies of insurance upon his own life upon which the College realized five years later,

at the time of Mr. Buchtel's death, the sum of \$74,400. In recognition of this gift the Board of Trustees of the College spread the following upon their records:

"Resolved, That this Board is profoundly impressed with the grand aim and devotion of the donor in making this munificent gift to Buchtel College in the interests of the highest progressive educational advantages attainable. And so far as our official and personal influence goes we pledge the institution to use these means to carry out the grand conception of this great philanthropist and benefactor of his race.

"Resolved, That we deeply sympathize with the donor in his affliction and devoutly pray that restored health and a long life may be enjoyed by him.

"Resolved, That we unite in this tribute the noble wife of Hon. Mr. Buchtel, who has grandly seconded his every effort on behalf of the College."

About the time of this gift Mr. and Mrs. Buchtel were both stricken with paralysis, and they remained invalids until their deaths.

Altogether the gifts of Mr. and Mrs. Buchtel must have totaled nearly a half million dollars, a sum that in those days was counted large.

One of the early gifts to the College was that of General Lucius V. Bierce for the purpose of buying books for a library. In recognition of this gift the college authorities gave his name to the library, and it has ever since been known as the Bierce Library. The total amount received from this gift was \$4,963.75, in addition to a large number of books and relics of various kinds given from his own private collection.

On November 19, 1872, Lydia A. E. Messenger of Springfield, Ohio, established the Messenger Professorship Fund of Mental and Moral Philosophy in memory of her late husband, the Reverend George Messenger, by a gift of \$25,000. Again on December 20, 1880, Mrs. Messenger gave \$30,000 additional to establish a permanent fund.

On December 5, 1872, John H. Hilton of Springfield, Ohio, gave \$25,000 for a perpetual fund to be known as The

Hilton Professorship of Modern Languages. Mr. Hilton made the College residuary legatee in his last will, and upon the settlement of his estate the College received \$4,900 additional.

About 1874 Mrs. Chloe Pierce of Sharpsville, Pennsylvania, contributed bonds which netted the College \$10,000 towards the foundation of a Women's Professorship. Other smaller gifts by a large number of other women (the records available do not show who these generous contributors were) brought this fund to \$20,000. This professorship is known as the Pierce Professorship of English Literature.

In 1885 Isaac Kelly of Mill Village, Pennsylvania, died leaving a will in which Buctel College was made residuary legatee. Upon the settlement of his estate the College received \$35,788.41, upon which amount it paid an annuity of three per cent per annum to each of Mr. Kelly's two daughters during their lives.

On March 9, 1885, Henry Ainsworth of Lodi, Ohio, gave the College \$30,000 to establish the Henry Ainsworth Professorship of Mathematics. Prior to this gift Mr. Ainsworth had turned over to the College real estate in 1883 which netted \$10,000 for the purpose of endowing ten scholarships. In his will Mr. Ainsworth made the College his residuary legatee, and from this bequest \$22,291.47 was received.

Mrs. Elvira Ainsworth, widow of Henry Ainsworth, made the College residuary legatee of her estate, and upon her death the College received in 1898 the sum of \$25,958.13.

In October, 1887, Oliver C. Ashton of Bryan, Ohio, gave the College \$3,000 to establish the "O. C. Ashton Prize Fund for excellence in public reading."

In September, 1888, Judge E. P. Green, then a trustee of the College, solicited and turned over, for the purposes of a Library Fund of the College, contributions amounting to \$10,000 from the following donors: William Buctel, Wil-

liam B. Doyle, Albert Allen, Thomas W. Cornell, O. C. Barber, and Mrs. S. O. Acomb, \$1,000 each; Schoeninger Bros., Joy H. Pendleton, George T. Perkins, O. D. Childs, Lewis Miller, John F. Seiberling, and W. A. Crumrine, \$500 each; J. C. McMillen, George D. Bates, Albert B. Tinker, George Billow, and Edwin P. Green, \$100 each.

In November, 1888, the Reverend Andrew Willson of Ravenna, Ohio, who had been one of the earnest enthusiasts in establishing the College, and who was a most loyal friend throughout all the vicissitudes of the college history from its establishment to the time of his death, contributed \$10,000 to endow a Theological Professorship, in the hope that some day a theological department might be established. Upon this gift the College paid an annuity of six per cent during Doctor Willson's lifetime, and to his widow, Frances Willson, an annuity of four per cent during her lifetime.

Joy H. Pendleton, on May 31, 1890, gave the College \$1,000 to establish a Law Prize Fund.

Upon the death of the Reverend William H. Ryder, D. D., late of Chicago, Buchtel College was made one of the residuary legatees under his will. From this bequest the College received \$32,808.40. On June 24, 1891, in recognition of this magnificent gift which had come to the College without any conditions, the Board of Trustees established the Ryder Professorship of Elocution and Rhetoric.

In 1902 William Pitt Curtis of Wadsworth, Ohio, donated \$20,000 to the endowment fund of the College, and in 1904 augmented the fund by the addition of \$5,000 more.

In 1902 a Current Expense Fund of \$1,720 was raised, of which sum George W. Crouse gave \$1,000 and Frank H. Mason gave \$500, the balance being contributed by others in smaller amounts. Again in 1911 a canvass was made for a similar purpose. George W. Crouse and O. C. Barber each gave \$4,000, F. A. Seiberling and A. H. Noah each

gave \$2,000, F. H. Mason and C. B. Raymond each gave \$1,000, and seven other contributors gave the remaining \$1,950 in smaller amounts, bringing the total up to \$15,950.

On June 22, 1908, the Reverend S. H. McCollester of Marlboro, New Hampshire, who was the first president of the College, made a gift of \$1,000 to establish the Sophia Knight McCollester Fund for the benefit of the Knight Chemical Laboratory. Another notable gift of Doctor McCollester was The McCollester Natural History Collection made by Doctor McCollester during the early days of the College. All students of the institution prior to the disastrous fire in 1899, when this collection was entirely lost, will remember with what interest this beautiful collection was viewed and studied in the room especially set apart for it on the first floor of East Hall.

In 1910 the most extensive campaign ever undertaken in behalf of the institution was inaugurated for the purpose of increasing the endowment of the College. It was largely carried on among the citizens of Akron. The larger contributors at this time were: George W. Crouse and F. A. Seiberling, \$20,000 each; F. H. Mason, \$10,000; Mrs. George T. Perkins, \$5,000; A. H. Noah, \$2,500; Will Christy, \$1,000; the Reverend Edward Morris of Marietta, Ohio, \$1,000; W. A. Johnson, H. S. Firestone, Wm. A. Palmer, C. I. Bruner, and The Summit B. and B. Association, each \$500; twelve hundred and ninety-six other contributors in smaller amounts gave \$29,649.96.

At this same time and for the same purpose the alumni and former students of the College raised an additional sum of \$12,742.29. Mr. F. G. Adams gave \$1,000; the Honorable Henry C. Morris of Chicago, \$500; The Women's League of the College, \$500; and four hundred and twelve others contributed the balance in smaller amounts.

In May, 1911, the Reverend Lotta D. Crosley of Kent, Ohio, made a gift of \$3,000 for the purpose of establishing an annuity fund during her lifetime and at her death to establish the Reverend Lotta D. Crosley Library Fund.

Early in the history of the College the trustees authorized the endowment of perpetual scholarships. They placed the minimum amount necessary to establish such scholarships at \$1,000. The founder of such a scholarship was privileged to designate at any time one person to enjoy the privileges of his scholarship, and any income from these scholarships not so used was subject to appropriation by the trustees of the College. Those contributing to these scholarship funds were as follows:

James F. Davidson, Brimfield; Elijah Drury, Girard, Pennsylvania; Eli M. Kennedy, Paris, Kentucky; Mary B. Martin, Lebanon; N. S. Olin, Streetsboro; John Perdue, LaFayette, Indiana; James Pierce, Sharpsville, Pennsylvania; John K. Smith, Bainbridge; Miss E. V. Stedman, Marietta; Mrs. Betsy Thomas, Irwin; Mrs. Betsy Dodge, McConnellsburg; John B. Smith, Urbana; Mr. and Mrs. George W. Steel, Painesville; John Espy, Millerstown; Joseph Hidy, Sr., Jeffersonville; Mr. and Mrs. Henry Boszar, Brimfield; Isaac and Lovina Kelly, Mill Village, Pennsylvania; Thomas Kirby, Muncie, Indiana; H. D. Loudenback, Westville; Mrs. John H. Hilton, Akron; S. T. and S. A. Moon, Cuba; Mrs. Emily W. Terrill, Jeffersonville; Geo. Thomas, Greenwich; Samuel Birdsell, Norwalk; Samuel Grandin, Tidioute, Pennsylvania; N. B. and A. E. Johnson, Mingo; Lloyd Nichols, Walhonding; Henry Ainsworth, Lodi; Mr. and Mrs. John Miller, Edgerton; John Chapin, New Philadelphia; Christian Swank, Sheldon, Indiana; Mrs. S. O. Acomb, Tidioute, Pennsylvania; Jane Betz, Hamilton; H. L. and L. J. Canfield, Pasadena, California; Hannah S. Allyn, Akron; Rosa G. Wakefield, Green; Delia Loring Morris, Marietta; Martha A. Bortle, Akron; William H. Slade, Columbus.

At the Commencement of 1882 the Alumni Association proposed to secure subscriptions from graduates of the College for the purpose of establishing an Alumni Scholarship. The Board of Trustees of the College voted to authorize such a scholarship and placed its disposal in the hands of the Alumni Association as they might deem best. As the principal of the

fund grew by new subscriptions from time to time until it exceeded one thousand dollars, the amount originally determined as necessary to endow a scholarship, the name was changed to the Alumni Prize Fund. The principal of this fund has been kept intact. At the present time it amounts to \$2,958. During the existence of Buchtel College, prior to its becoming the University of Akron, the income from this fund was awarded by the direction of the Association as prizes in the form of payment of tuition, to graduates of the preparatory department, or Buchtel Academy as it became known later. Since 1913, when the College became the University of Akron, a prize of \$50 each year has been awarded to the member of the graduating class ranking highest in scholarship during the four-year course of study. The following alumni have contributed to the fund in the order of their contributions:

Susie Chamberlain Cole, Ella Garver Pitcairn, May L. Guy, Edwin F. Voris, Donna Kelly Couch, Walter C. Fullington, Mary B. Jewett, Mara E. Laws, George S. Pleasants, Albert B. Tinker, Fremont Hamilton, Lizzie Houston Jones, William D. Shipman, Lizzie Slade Voris, Lucy Voris Baird, Dayton A. Doyle, Herman A. Kelley, William H. Pleasants, Arthur A. Stearns, Irving C. Tomlinson, Vincent E. Tomlinson, Horatio T. Willson, Agnes Kuleman, James H. Aydelotte, Hattie Emerson DeCrow, Oakley C. Herrick, Mollie Laughead Jones, Jacob A. Motz, Alonzo E. Hyre, Frank O. Payne, Charles N. Church, Lillian Acomb Hunter, John G. Koon, Charles R. Olin, Abby Soule Schumacher, F. Adolph Schumacher, Mary Webb Canfield, Lucy Danforth Felt, James Ford, Lillie Moore Pardee, Marion Bell Slade, Samuel L. Thompson, Elmer J. Felt, Nell Dages Johnston, Elizabeth Kingsbury, Andrew A. Kohler, Mary Sibley Markley, Alexander W. Maynes, Grace Gorton Olin, George B. Emerson, Mary McMillen Gardner, Addie Bleekman Guldlin, Herbert B. Briggs, Edwin F. Cone, J. Asa Palmer, Arthur C. Coit, Arthur J. Rowley, Vernon R. Andrew, William B. Baldwin, Frank M. Cooke, Edwin L. Findley, Carl F. Henry, Orla C. Pixley, Josephine Chaney Brandt, Edith J. Claypole, James E. Cole, Agnes Claypole Moody, Anna Thomas Eberhard, LeRoy C. Eberhard, Isabella Green Hardin, Willet L. Hardin, Benjamin F. Kingsbury, Burton D. Myers, William P. Putnam, Eva Dean, Origen S.

Dean, S. Emerson Findley, Joseph H. James, Amy I. Herriff, Harlan H. Hollenbeck, Herbert W. Kennedy.

The foregoing record enumerates the larger gifts to the College as far as the available records show. There have been, of course, a large number of other persons who have given smaller sums but whose gifts have signified an interest in the institution and loyalty to it not surpassed by those who were able to give the larger sums. To all these is due the grateful recognition of the College. Then, too, there have been others, who have given from time to time, not money, but something in the way of books, instruments, apparatus, specimens, ores, minerals, or other equipment, all of which have been valuable to the College in its educational work.

One of the most noteworthy among these, aside from the McCollester Natural History Collection already mentioned, was the beautiful collection of birds, comprising some fifteen hundred specimens, mostly found in Summit County, collected and mounted by Mr. and Mrs. Thomas Rhodes, late of Akron. Mr. and Mrs. Rhodes presented these, together with the cases in which they are housed, to the College during their lifetime.

GROUNDS

The college campus as it stands today comprises about six and one-half acres of land and embraces the entire block between Buchtel Avenue (formerly Middlebury Street) and Carroll Street, and extends from Sumner Street easterly to the present eastern limits of the campus, being about seven hundred feet long and about four hundred feet wide. The nucleus for the campus was a donation from the Spicer Cemetery Association of what was at that time known as the Spicer Hill Cemetery, a plot containing about two and eight-hundredths acres located easterly of a line formed by the extension of the westerly line of College Street southerly to Carroll Street. In 1870 Mr. Buchtel purchased and gave to the

College about two acres west of the cemetery and extending along Middlebury Street to Sumner Street. He also bought and gave to the College at about this time a strip about fifty-six feet wide and extending from Middlebury Street to Carroll Street and adjoining the cemetery on the east. These parcels comprised the college campus about as it existed down to 1893. Since that date the various remaining lots fronting on Carroll Street westward to Sumner Street have been acquired from time to time until at the present time the entire block is embraced in the campus.

The aggregate of the values of these various parcels as they have been acquired was about \$37,000. Today, however, owing to the enhanced values of lots and lands in Akron, the campus is probably worth \$400,000 not including any buildings or other improvements.

Along with the development of the College on educational lines, it has also been deemed advisable to provide for the physical training of her students. No adequate grounds were available, however, for this purpose until 1891. At that time the tract of land comprising about four acres located at Wheeler and Kling Streets was secured at a cost of about \$8,400. Some \$3,700 was expended in grading, draining, fencing, the erection of a grandstand, and the construction of a running track, thus making a very serviceable athletic field for the use of the students. Since the city took the College over in 1913 about \$35,000 additional has been expended in acquiring additional ground to the south, in erecting a concrete grandstand, in enclosing the field with an iron fence, and in improving the grounds in other ways.

BUILDINGS

No accurate information is available as to the cost of the original college building, but it must have been fifty or sixty thousand dollars. The first additional building was the astronomical observatory, erected in 1886-7. The necessary

amount, \$3,880, was secured through the active interest of Doctor Charles S. Howe, then professor of mathematics and astronomy. Though small in structure, the observatory was well equipped with transit circle, telescope chronograph, sidereal and mean time clocks, and such other instruments as would make it useful to the students pursuing the study of astronomy.

But the outstanding event in the material expansion of the College at this time was the building of Crouse Gymnasium. In the early days of the College athletics and physical training did not hold the prominent place among college activities which they have come to hold in later years. Nevertheless we find as early as 1880 a movement among the students looking towards the securing of a gymnasium. In the *Beacon Journal* for September 25, 1880, we find, "The young men of Buchtel College are making a laudable effort to secure a gymnasium. They have secured plans from architect F. O. Weary for a cheap but attractive structure forty-four by sixty feet with a bowling alley attached." The cost of this structure was estimated at \$800, but it seems nothing materialized at this time.

With the organizing of the Buchtel College Cadets by Professors Howe and Jeffords in the fall of 1886, the need of better facilities for work in military and physical training became more apparent, and especially the need of a gymnasium. Accordingly, on December 6 of that year the executive committee of the Board of Trustees appointed Doctor Cone to take charge of the raising of funds for such a building.

The subscription fund was started by John R. Buchtel. Stricken with paralysis in the spring of 1887, he was determined not to allow this affliction to interfere with his regular attendance at Commencement. Accordingly, he had himself carried to the campus in his invalid chair. On his arrival, he was at once surrounded by students. He offered to give

\$1,000 toward the building of a gymnasium if the boys would carry him up to the chapel on the fourth floor where the exercises were held, an offer which was quickly accepted.

At a meeting of the executive committee of the Board of Trustees held July 4 of the same year, George W. Crouse and Ferdinand Schumacher were appointed a committee to raise \$20,000 for the purpose of building a gymnasium. This seems to have been an easy task for them, as each at once subscribed \$5,000, and with a later additional \$5,000 from Mr. Crouse and contributions from a few others the trick was turned. At the same meeting, Doctor Howe and Professor Jeffords, adjunct-professor of mathematics, both of whom had been actively instrumental in promoting physical training in the College, were authorized to arrange with Jacob Snyder, an Akron architect, for plans for the new building. Plans were drawn immediately and contracts let, and on August 15 ground was broken for the new gymnasium. Representatives of the four college classes stood at the four corners of the plat and simultaneously raised the first four shovels of dirt, after which President Cone made a brief address in which he emphasized the need of physical training as a regular part of college work. The new building was under roof by fall and was officially opened February 22, 1888, with a big dance given by the girls of the College. Jonas Pierce of Sharpsville, Pennsylvania, generously donated the money for the equipment. The building received its name from Mr. Crouse, who gave about half of the total cost of the building. Thanks to his kindness and the generosity of many other good friends of the College, Buchtel had one of the best gymnasiums in the country.

During the year 1893 athletic spirit and enthusiasm ran so high, following the acquisition of the new athletic field, that it was thought necessary to have some suitable place for baseball practice during the winter and early spring before

the work could be undertaken in the field. As a result of this a movement was carried through whereby a baseball cage was erected to the west of the gymnasium at a cost of about \$1,200.

In 1892 the need for additional recitation and laboratory facilities became so urgent that a movement was started to secure funds for a new science building. Thirty thousand dollars in pledges was secured for the purpose by gifts of ten thousand dollars each from George W. Crouse and Ferdinand Schumacher of Akron and John F. Eddy of Bay City, Michigan. Plans were prepared, contracts were let, and the construction began early in the spring of 1893. The building thus started would have provided Buchtel with a most complete and up-to-date equipment for the needs of its scientific departments. But before the work had progressed very far, the severe panic and consequent business depression of that year were upon us, and the project had to be abandoned. A part of the foundation for this building was later used in the construction of the Academy building.

The foregoing buildings served the needs of the College until the time of the disastrous fire in December, 1899, which completely destroyed the main college building, and a large part of its equipment. Steps were immediately taken by both trustees and faculty to determine how best to restore the institution. The matter was proposed and seriously considered of removing the campus to some outlying section of the city where plenty of land would be available for a larger campus, but it was finally decided to rebuild upon the old site. A campaign was set on foot to raise money towards a rebuilding fund by gifts from the friends of the institution. Among the larger gifts made at this time were the following: Ira C. Calef, Washington, Vermont, \$2,500; George T. Perkins, Akron, \$5,000; Charles Baird, O. C. Barber, H. C. Camp, H. C. Corson and The N. O. T. & L. Co., all of Akron,

\$1,000 each; M. O'Neil Co., The Brewster Coal Co., Bruner-Goodhue-Cooke Co., Mrs. Mary M. Goodrich, F. H. Mason, Henry B. Robinson, Clarence Howland, and H. E. Merrill of Akron, and W. P. Curtis of Wadsworth, and Mrs. Louise Southworth of Cleveland, \$500 each. The Post Office Employees of the Akron Post Office put on a Minstrel Show and realized \$927.71 towards the fund, and smaller contributions from seven hundred and six other contributors brought the total fund to \$41,934.69. This, together with the amount of insurance recovered on the building and contents, viz., \$63,986.62, enabled the college authorities to proceed with the erection of new structures.

A new policy was adopted. Instead of combining the old idea of recitation rooms and dormitories in one structure, it was decided to provide for recitation and laboratory purposes only. As a result, two new buildings were erected—Buchtel Hall for the collegiate department, and the building, more recently called Olin Hall, for the academy—the first at a cost of \$47,466, and the second at a cost of \$25,554. At the same time another departure was made from the former plan, all the buildings being heated from one central heating plant instead of having individual heating units in each building. This central heating and power plant was constructed at a cost of \$10,591. This new policy of rebuilding made no provision for dormitories, the students attending from outside Akron being forced to find accommodations off the campus. This plan did not seem to be entirely satisfactory, particularly for the young women students, and for a time a house was rented on South Union Street and fitted up for a ladies' dormitory. Finally the raising of a fund for the erection of a dormitory for the ladies upon the campus was started, Colonel George T. Perkins contributing \$1,000, The Ohio Universalist Convention \$1,000, Mr. Charles Baird \$500, and some fifty others giving together \$2,064.83. This formed the

nucleus for starting the building. It was completed in 1905 and was called Curtis Cottage in honor of William Pitt Curtis of Wadsworth, Ohio, a generous benefactor of the institution. The building cost \$11,674.

Throughout the years of its growth and development, Buchtel College had become more and more generally recognized as an institution of very high standards of education among the smaller colleges of the country. Particularly was this true of the science departments, due to the able and devoted services of Doctors Knight, Claypole, and others. The need for better facilities for these departments grew from year to year. Early in 1907 President Church reported having received an offer from Mr. Andrew Carnegie to give to Buchtel College \$25,000 for the erection of a new chemistry building upon the usual terms attached to his gifts, viz., that the institution should secure additions of a like amount to its permanent endowment. Steps were immediately taken to comply with these conditions. Among the larger gifts to this fund were \$5,000 from O. C. Barber, \$1,000 each from Frank Pierce of Sharpsville, Pennsylvania, Charles Baird, Mrs. Charles Baird, George T. Perkins—all of Akron—and the Reverend Andrew Willson of Ravenna. The Women's League of the College contributed \$500. The balance of the fund needed was made up of smaller contributions from others, so that at the meeting of the Board of Trustees on March 11, 1908, the committee having the matter in charge reported that the productive endowment fund of the College had been increased by \$27,473, thus more than meeting the requirements of Mr. Carnegie's offer. Mr. Herbert Briggs of Cleveland, Buchtel, '89, was engaged to prepare the plans for the new chemistry building, and it was erected at a cost of \$30,439. The plans for the interior equipment were prepared by Mr. Charles R. Olin of the class of 1885, who was then the secretary of the College. On June 16, 1908, the Board of Trustees voted

"that in recognition of Doctor Knight's long and distinguished services, the new building be named The Knight Chemical Laboratory, and the name be carved upon a suitable tablet upon the building."

In 1910, as noted earlier in this chapter, Mr. F. A. Seiberling pledged \$20,000 to the Endowment Fund of the College and F. H. Mason \$10,000 for the same purpose. After the College had been turned over to the city in December, 1913, by mutual agreement between these two gentlemen and the Board of Directors of the University these pledges were used in the erection of a new library building upon the campus. This building was completed about January, 1916, and was named the Carl F. Kolbe Hall, at the suggestion of Messrs. Mason and Seiberling, in recognition of the long, honorable, and efficient services of Doctor Carl F. Kolbe in Buchtel College.

Soon after the establishment of the Municipal University there was erected on the campus the first unit of a new Engineering Laboratory, bonds for which were issued by the City of Akron in July, 1916, to the amount of \$50,000.

CHAPTER XIII

ATHLETICS

THE *Akron Beacon-Journal* of October 5, 1872, contains the following statement, "A game of baseball is being played this afternoon on the Buchtel College grounds. The contestants are a picked nine from town and the college nine." That is the only record for the year. When was this first athletic team to represent the College organized? Who was the promoting spirit in bringing about the organization? Who were the players? These are questions to which available sources give no answer.

Between 1872 and 1875 Buchtel had very good baseball teams. Clarence Knight, S. W. Parshall, E. Weaver and Bob Payne were the outstanding figures among the players. The games were played on the vacant lots on Carroll Street directly back of the college campus. Our opponents were Kenyon, Wooster, Reserve, and Mt. Union. In addition to these games, games between the various classes of the College and with teams representing nearby towns were played.

There were many difficulties. The only way to get money for the team was to pass a subscription list. Donations of ten cents were welcomed. The team could afford only one baseball. When in the course of a game it disappeared in one of the many large puddles on the field, it was necessary to call the game until the assembled players succeeded in fishing it out. It was by no means easy to get men to play. In one game Buchtel was compelled to play with eight men. At the end of the fifth inning "Irv." Weeks, the pitcher, arrived. This made a complete nine.

The team of 1877 suffered a rude shock in its first game with Western Reserve. Our team drove to Hudson confident

of winning. Buchtel was defeated 21 to 1. The Reserve battery was unusual. The catcher took them right off the bat all the time instead of waiting until the last strike. The pitcher was tall. Somehow the Buchtel boys did not seem able to hit against him.

On the way home Paul Miller maintained that the ball did not come straight, but curved away from the batter. He said he had seen it do so. The others made sport of him, for they knew such a thing was impossible; they proved it by the laws of physics. Miller was still stubborn, and unconvinced by all this learning. Professor Fraunfelter was appealed to. He was discreet in his statements, but evidently leaned toward the impossibility proof. While the surveying class was measuring the ball field on Carroll Street, the old argument came up. The proofs of impossibility were exhibited. Gus Guthrie listened carefully to all the evidence. He then took three surveying poles, set them up in a line, and, standing to the south of the first, repeatedly threw the ball so that it passed north of the middle pole and south of the pole at the far end. This settled the argument. Guthrie threw a big, slow out-curve. It was a curiosity, and he was much in demand as a pitcher.

The home games were later moved to the ball park on Perkins Street, where the Superior Printing Company now stands. The price of admission was fixed at fifteen cents.

In 1879 the faculty recommended the establishment of a military company, if it could be done without cost to the College, but none was formed until seven years later, when Professors Howe and Jeffords organized the Buchtel College Cadets. Both of these instructors had attended colleges where military drill was compulsory. On the evening set for organizing the company, forty boys responded when the command "Fall in!" was given. It was decided to continue the drill at least three nights longer to see "how all would like it."

Evidently the boys liked it, for drills were held regularly

three times a week, in the chapel during the winter months, on the campus as soon as the weather permitted. The organization was perfected, a constitution adopted, officers elected, and a uniform chosen. Through the kindness of Ferdinand and Adolph Schumacher, John R. Buchtel, and J. J. Pierce of Sharpsville, the company was furnished with a complete equipment of arms.

The Cadets continued for several years. They did hard and earnest work. They showed that the men of the College really wanted physical training and were willing to work for it themselves. They also made clear the great need of a building for physical training, and were one of the leading factors in securing Crouse Gymnasium.

Chief among the minor athletic activities of the early day was tennis. Interest in this branch of sport was not confined to the men, for the college women formed a tennis club of their own. The first men to represent Buchtel in an intercollegiate tennis contest were R. G. Ferguson and W. W. Howe, who, while attending a Phi Delta Theta convention at Wooster in May, 1889, played tennis against the Wooster men in the field-day exercises. For a time there was a fencing club at Buchtel, organized by a student, Carlos de Assumpcao, of San Paulo, Brazil.

By far the biggest thing done for physical training at Buchtel during the eighties was the securing of Crouse Gymnasium; but since the story of its building is told elsewhere in this History we shall not repeat it here.

There are four outstanding features between 1890 and 1900; the formation of both a local and a state athletic association, the purchase of an athletic field, the beginning of football, and the hiring of a director of athletics.

Since 1879 there had been an organization known as the Buchtel College Baseball Association to further the interest of baseball. By 1890 the need of encouraging other sports

made itself felt. At a meeting held February 3, 1890, the constitution and by-laws of the Buchtel College Athletic Association were adopted. The object of the new association was the promotion of athletic sports and physical development. Any male student who paid the fee of one dollar and signed the constitution became a member. The annual dues were fifty cents. The constitution provided for five officers: a president, a vice-president, a secretary, a treasurer, and a marshal. The president was a member of the senior class, the vice-president of the junior class. The five officers constituted an executive committee, which had general charge of all athletics, and had the power to appoint special committees to take charge of the various sports.

For several years unsuccessful efforts had been made to form an association of the various colleges in the state. February 21, 1890, at the time of the state oratorical contest, representatives from several colleges met at the Arcade Hotel in Springfield, Buchtel being represented by A. J. Rowley and W. B. Baldwin. Denison, Buchtel, Ohio State University, and Wooster finally entered into an association, to which Kenyon was soon admitted. The constitution drawn up by Mitchell of O. S. U., Forgy of Wooster, and Baldwin of Buchtel, resembled the newly-adopted Buchtel constitution in that it provided for an executive committee consisting of the officers of the association, who had power to draft a schedule of games. An interchange of eligibility lists certified by the faculty was provided for. Only bona-fide students might compete, a bona-fide student being one who had "attended at least two college exercises for two weeks prior to the date of contest." The first officers of this new-born Ohio Inter-Collegiate Athletic Association were: President, Bosler of Denison; Vice-President, Mitchell of O. S. U.; Secretary-Treasurer, Forgy of Wooster.

The Buchtel baseball team of 1890 won two games out of

eight played, and finished fourth place in the State Association. This same year saw the first Buchtel track-meet. It was held at Fountain Park, as the College had no field. McLean won first with a score of $67\frac{1}{2}$; Carter was second with $42\frac{1}{2}$; Coit, third with 23; Rowley, fourth with 22. In the State track-meet, held at Wooster, our representatives won two places; Myers was third in the running broad jump, and McLean second in the half-mile. It was in this year that Doctor A. A. Kohler of the class of 1887, who was medical examiner and director of gymnasium work, began giving his annual exhibitions of the work of his class. Until 1896 these exhibitions, consisting of gym work and stunts by the students, were annual events attracting large numbers of town people to the hill.

The following year, 1891, active steps were taken to secure an athletic field. At the faculty meeting, October 2, a committee of three was appointed to confer with the executive committee of the Athletic Association and to investigate the matter of procuring grounds suitable for athletic purposes. The next April the present athletic field was purchased for \$8,500, and work was started at once on grading the grounds and erecting a grandstand. This meant a great deal for athletics. With her new gymnasium and also an athletic field of her own, Buchtel now had an excellent equipment for physical training.

Several other events important to athletics occurred in 1891. The gymnasium was completely overhauled. The presidency of the State Athletic Association came to Buchtel, J. J. Campbell holding the office. Adelbert was admitted to the State Association, and Wooster withdrew because of faculty action forbidding intercollegiate competitions. In baseball the big event of the season for Buchtel was the defeating of O. S. U., 4 to 0. In this game the Buchtel nine played errorless ball. Robert J. Osborne, of the class of '93, a short time

before his death in 1919 made this comment on the kind of baseball Buchtel played in the early nineties:

"I recall that we had during the seasons of '90, '91, '92, and '93 very successful teams. One of our strongest men was Lee Briggs, the crack twirler of the State Association, largely through a baffling drop. 'Doc' Brownell was a faithful student at the College during these years; I think he took penmanship and deportment. He was a valuable adjunct to the battery."

But the most important athletic happening at Buchtel in 1891 was the beginning of intercollegiate football. For several years the annuals had published the names of the members of the football team and in the fall of 1890 a game was actually played between the upperclassmen and the freshmen, the former winning 30 to 8. But no intercollegiate games were played prior to 1891.

All credit is due the members of this first team. They were without the assistance of a coach. Robert J. Osborne speaks as follows of that time:

"The game was a much fiercer proposition than at present. All massed plays were in vogue, including the flying wedge, and when twenty-two men came together after a five or ten-yard start, in a double-V formation, something happened to the men in the front lines of those V's. A man could not be taken out of the game unless he had received sufficient damage to disable him from further participation. Broken arms, legs, noses, shoulders, ribs, etc., were in the inventory of every game.

"I do not remember just what games were played that year, but do remember Case at Cleveland, Western Reserve at Hudson, and Kenyon on the new Buchtel field with elderbush stubs sticking up in sundry places. You know it was the fashion then for the man with the ball to keep on crawling with twenty-one men, more or less, on top of him, as the ball was not 'down' so long as in motion, no matter how much the player might be down. The only effective way to stop crawling was to jump on the fellow's head and ram his face into the ground."

The practise of the football team was a great novelty, and many came to see "the confused mass of legs and arms," as it is called by one worthy who undertook to describe it. Our first football game was played against Reserve at Hudson.

Buchtel lost by a score of 22 to 6. The Kenyon team came to Akron November 5, and in the first game of intercollegiate football ever played in Akron defeated the Buchtel team 42 to 0. In this game McLean squirmed out of a mass formation with the ball and ran to Kenyon's ten-yard line before he was downed. The ball flew out of his hands as he fell. The reporter, in describing the incident, says, "The ball fell out of McLean's hands as he fell, and went rolling away, but was almost immediately sat down upon by the other players." Case defeated us badly, but we were able to hold O. S. U. to a single touchdown in the last game of the season.

In 1892 the baseball team was unable to improve its position of '91 in the State Association, and again finished in third place. As the new athletic field was not yet ready for use, the games were played, as in former years, on the West Hill grounds. In the fall thirty-five men responded to the call for candidates for football, and practise games were played against the team of the Akron Athletic Club, which was organized late in September. The formal opening of the new athletic grounds took place October 15, the day of the first game of the season. Before the game the college band paraded the streets, the members of the Buchtel and Case teams following in wagons. Case defeated us 14 to 9.

We now come to the last of the four outstanding features in Buchtel athletics between 1890 and 1900, the policy of employing a director of athletics.

It was becoming evident that if Buchtel was to hold her own with the other teams of the state she must have an athletic coach. Lee Briggs, who was with his brother in Cleveland, had secured Mr. Cook of the Cleveland Athletic Club to come to Akron from time to time to assist the 1892 team. Improvement in charging and interfering for the runner was at once apparent. The victories of the season were over Denison on a muddy field, over Hiram in the last game of

the season, and over the team of the Akron Athletic Club in the first Thanksgiving Day game of football played in Akron.

The improvement shown by the football team of 1892 under the teaching of Mr. Cook strengthened the desire of the boys to secure a permanent director of athletics. With this idea in mind, a self-appointed committee of four called upon Doctor Kohler, the instructor in gymnasium work. He was willing to assist by resigning, if a capable coach could be found who would devote all his time to the College. President Cone was heartily in favor of the plan, and promised to arrange with the Board of Trustees to pay the salary of the new director. The boys at once began correspondence with J. W. Heisman, who had coached the undefeated Oberlin team of 1892. While attending the law school of the University of Pennsylvania, from which he graduated in 1891, Mr. Heisman had played on the football and baseball teams. He is the Heisman now known to everyone interested in athletics as the successful coach in recent years of the teams of Georgia Tech. of Atlanta, Georgia; at present he is coach at the University of Pennsylvania. He was hired, and began work at Buchtel February 1, 1893.

The coming of Mr. Heisman made the year 1893 a most significant one. The first thing to be done was the building of a baseball cage, toward the construction of which the boys had promised to raise four hundred dollars. Work was started February 13. To hasten the work, the men of the College, under Heisman's direction, put on the shingles. By the sale of season tickets for all athletic events, and the help of about two hundred dollars cleared at the fourth annual "Gym. Ex.," the boys were able to pay their share of the expense.

The boys started the baseball season with high hopes. Jim Gardner was the star performer of a team which included such players as Cassidy, Fisher and Brownell. Gardner later went

into the big leagues. He pitched for the Pittsburgh team of the National League for a time, and was later manager of the Toronto team. Of his pitching against the Cleveland National League team the papers say, "He displays remarkable head work, has great speed, a phenomenal change of pace, and puzzling curves; he never loses his head; he watches bases like a hawk; and fields his position well." However, the team was unlucky. When they were about to start on their southern trip to meet Kenyon, Denison, and O. S. U., Burke Johnson broke his leg, and Gardner was called home by sickness in the family. Without Gardner all the games away from home were lost. The great disappointment over the outcome in baseball found some compensation in the excellent work of the football team the following fall. Of seven games played, Buchtel won five, and scored 276 points to 82 scored by her opponents.

In the course of the baseball season there had been feeling between Kenyon and Buchtel because of the work of the umpires. This destroyed the State Association which had been formed in 1890. The State field-meet was to be held at Buchtel June 1, 1893. Kenyon and Adelbert sent delegates to the meeting held to arrange the events, but none appeared from Denison or O. S. U. At this meeting Adelbert wished to place two men in each event instead of one as provided in the constitution. They also wished to use Stage, a crack dash man, who was a student of the dental college of Western Reserve University, but not of Adelbert College. To this Myers and Simpson, the Buchtel delegates, objected. They felt that Kenyon and Adelbert were combined against them, and handed in the resignation of Buchtel. This the others refused to accept, but voted that the name of Buchtel be stricken from the Association. This quarrel was never patched up, and the spring of 1893 saw the end of the Association.

At the end of the baseball season the following year, 1894, Mr. Heisman severed his official connection with the College. For some time there had been a growing feeling of protest in the faculty against the evil inherent in our athletic system, its tendency to train the few and neglect the many. This is made evident by the following letter from the faculty to Mr. Heisman:

"Dear Sir,

"At a meeting of the faculty February 23, 1894, it was voted that we communicate to the trainer and the managers of the athletic teams that, in the judgment of the faculty, the athletic sports should be for the benefit of the regular students of the college; and that the main object should not be to win in the contests in which the clubs may participate, but to minister to the physical development of those engaged in this exercise.

"Very truly,

"Chas. C. Bates, Sec't."

Although no longer officially connected with Buchtel, Mr. Heisman once more appeared in the field with a Buchtel team. This was in the game with O. S. U. at the Ohio State Fair at Columbus in 1894. Mr. Heisman has been kind enough to write the following letter concerning this game and his work at Buchtel as Director of Athletics:

"Professor Chas. Bulger,

"Municipal University of Akron,

"Akron, Ohio.

"My dear Sir:

"I note that you desire some information regarding athletics at Buchtel during the time that I occupied the position there of Athletic Director. That was quite a long time ago, but I shall be happy to give you what information I can, the same depending entirely on the strength of my recollections, inasmuch as I have no written or printed records.

"On an enclosed sheet I give, to the best of my remembrance, the lineups of the baseball teams for 1893 and 1894, and also of the football teams for the season of 1893, these being the only three athletic seasons during which I was connected with Buchtel.

"I have also set down the general result of all the games we played during those three seasons. I cannot recall the exact scores of all, but have put down those I felt reasonably sure of.

"We also put out a track team during the spring of 1894,

and it was a pretty fair team. But we failed to get a meet of any kind. The Ohio Inter-collegiate was scheduled to take place with us that spring, but only two other teams showed up on the date of the meet, and one of those insisted on putting into competition certain athletes who were barred by the Constitution, and the other college sent but two men, so the thing never came off.

"Athletics, as I remember matters, was a very difficult thing at Buchtel at that time. There were only a little over a hundred male students in attendance, and such a large proportion of these worked their way through that there were still fewer remaining who had any time to go out for athletics. In football, for instance, we had no scrub team whatever, and it was most difficult to keep as many as a dozen men on the field or well enough shaped up physically to go into the games. Under the circumstances I fancy we really did well enough.

"The baseball team of 1894 was a good team. The team of 1893 would have been equally good, or even better, had it not been for the fact that just about as we got shaped up for the opening of the season our star player and crack pitcher, Jim Gardner, was compelled to leave college, owing to a death in his family, I believe. This shot us to pieces, inasmuch as Gardner played an infield position when not pitching; and we were left in no shape to fill his shoes on such short notice. This was also on the eve of our state trip, on which we lost all the games I have set down. I think we would easily have won all but one of those games had we had Gardner with us.

"By the way, this boy Gardner was as good an amateur pitcher as I have ever seen. He hailed from Pittsburgh, Pa., and shortly after leaving college he was signed up by the Pittsburgh National League team, with which aggregation he made good. Later he managed the Toronto team in the Eastern League. I believe he died some years later.

"'Doc' Brownell was an Akron boy and may still be engaged there in the music business, for aught I know. He was a nifty ball player.

"So was Frank Fisher, who lived adjacent to the campus and who played outfield in '93 and caught in '94, filling both positions to great advantage. Frank also played full on the Eleven, and did it to my entire satisfaction.

"Tommy Cassidy was one of the neatest infielders I have ever had under me. He came from close to Akron and studied medicine after leaving Buchtel.

"Wise, the right tackle of the football team, was the most talented player on the team, and would have made a great player had he only cared for the game. He was not only large and strong and fast, but he had the proper aggressiveness.

"Jerry Simpson was a pretty good baseball player. He was not a natural player, but by extreme persistency and hard trying

he made of himself a dependable performer. He afterwards became a lawyer.

"You ask that I give you a more detailed statement of the game we played at the Ohio State Fair in 1894. The game to which you refer took place in Columbus on September 1, 1894. A football tournament was held in which six Ohio teams were invited to participate; viz., O. S. U., O. W. U., Wittenberg, Buchtel, and two others, whom I forget. These were to be paired off to play three games, and we drew O. S. U. The players of each winning team were to be rewarded with a full football outfit, and, in addition, the team that scored the highest number of points in the three games was to be given a football apiece for each player of that team, as nearly as I can recall.

"Our game with O. S. U. was the first on the docket, and was started at noon exactly, under a broiling, tropical sun. The halves were to be twenty minutes each, with the proviso that if the game was a tie at the expiration of the time then the tied teams were to continue play until one team or the other scored again and thus won the game.

"I cannot recall our full lineup, but I know it included Putt, Knight, Wise, Taylor, Burke Johnson, Frank Fisher, Carl Webster, and myself. The training had to take place, you see, in August, when it was impossible to get all the players of the preceding season together. If I remember rightly, we had in the lineup one or two other chaps who happened to be camping with us at Silver Lake. But that was nothing, for O. S. U., and every other team in the tournament, had as many outsiders as we, or more. This state of affairs was so unavoidable that no team asked any questions or raised any objection whatever to the personnel of any other in the tournament.

"Great Scott! but it was hot during that camping spel; and to get out every day at exactly noon—for we knew that was the hour at which the real games would be called—and practise for an hour or more, was almost heroic work.

"It is with difficulty that I recall details of the game we played. I know that all the players of both teams were half dead before the first half was over. I also recall that each team had scored a touchdown and kicked its goal, making the score 6-6 at the end of the first half. And I distinctly remember that Frank Fisher had the 'sun staggers' at the end of that first half, and could no longer see a thing. I didn't know what on earth we would do without him, for we had hardly a sub of any kind. When time was up Frank found himself slowly improving, but was still unable to visualize objects clearly, and I was in a quandary. But just then the O. S. U. captain came up and wanted to know if we wouldn't let him have a few minutes more time. He said his men were all used up and overcome with the heat, and he was afraid some players of either side might get a sunstroke if we

continued immediately. I assured him that was my fear exactly, and told him to take as much time as he liked, for which he was very grateful.

"Well, in about ten minutes more we were both ready to resume hostilities. And then we seesawed back and forth another twenty minutes without either team's achieving another point. One time we had the ball on their 2-yard line, and then I, at quarterback, had to make the only fumble we had all day. But the game was played in a field of stubble that stood four and six inches high, and it was marvellous we hadn't had a dozen fumbles ere that.

"About this time the timekeeper announced that time was up. So we both agreed to another ten-minute rest, and after that all hands went at it again. O. S. U. had the ball, and they worked it gradually almost to mid-field before we could take it away from them. And then we took another crack at it. Working mostly off-tackle smashes, with both our halves and both our ends, we gained seldom less than three yards; and in those days we had only to make five yards in three trials. All the time I was saving Fisher, our full back, as much as I could, because he still was 'seeing things,' though continually getting better, and besides I wanted to have one fresh man when we got down near the promised land.

"Finally we found their goal line looming up less than four yards away. At this juncture I deliberately stopped and made our men a little talk, reciting that we had been down there once before and that I myself had thrown our chance away by a rotten fumble; but that there wasn't going to be another fumble, and that this time we were going over, if only *everybody* would get into this one play. So said they all, and I called for Frank to buck through their right tackle.

"I got hold of the ball safely and stuck it squarely into his bread-basket. Fortunately he either saw or felt it—and got it. Then away we all went like mad. I think about every man on the team had his hands on Frank somewhere, for that was in the days when hiking the runner was *the* big thing in the game. I recall I had hold of him by the back of his jersey and was going in front of him. And we all went through together, just like the water of a mill-dam when the dam goes out. With a last yank I tore the jersey clear off Frank's back—but what did it matter since we were across? We kicked the goal, and our score was 12—the highest made in any of the three games played—the other two games resulting in 6-0 each.

"By the way, let me express my surprise that anybody still at Buchtel recalls that I was ever there; it has been so long ago. Might I ask you to take the trouble to send me a catalogue, just to see what members of the old faculty are with you, and such things?

"Trusting the above may be of some slight service to you, I remain,

"Yours very truly,

"J. W. Heisman."

With the going of Heisman, interest in athletics became uncertain and erratic. The period from 1894-1908 produced some good players, but there was no continuity of effort except for basketball, which began in 1902 and has been continued ever since. A hired coach is absolutely essential to any sustained interest in football, as was clearly shown by the hap-hazard history of the game at Buchtel until the coming of Doctor Bradley as coach in the fall of 1908.

The football team of 1894 was disbanded almost as soon as formed. In the year 1895 rather unsuccessful baseball and football teams represented the College. Athletics were entirely quiescent in 1896. Some attempt to play baseball was made in 1897. The following year was the Spanish-American war year, and athletics were at a standstill. The baseball schedule for 1899 was cancelled after a few games had been played.

With only two men in school who had ever played in a game of football, an attempt was made to organize a team in the fall of 1899. Eves, who had played with the East End Athletic club for several years, acted as coach. Price was captain; Robinson, manager. Encouraged by their victory over the Catholic Young Men's Association by a score of 10 to 0, they arranged a game with Baldwin-Wallace, even though the manager risked eternal bankruptcy in making the splendid guarantee of fifty dollars for the game. Buchtel won by a score of 11 to 0. Two games were then arranged with Mt. Union, both to be played at Alliance. In the first game, November 25, Buchtel was defeated by the score of 11 to 5. The second game was not played, for Buchtel, disgusted with the treatment received at Mt. Union, cancelled the Thanksgiving Day game and disbanded.

In minor sports, Rowell, Myers, Kolbe, and Barnes organized a bowling team at this time which defeated some of the best teams in the city. On the whole, however, the athletic situation was far from encouraging. The equipment of the gymnasium was not renewed; the fence around the athletic field was neglected, and most of it carried away for fire wood; and when the grandstand burned in a mysterious manner one night, Buchtel was left with an athletic field without a fence and a gymnasium without equipment.

As a result, the story of athletics from 1900 to 1904 is a sorry one. There were scattered efforts to have a football team, but these were so unsuccessful that by 1904 all thought of having a team vanished. Baseball was little better, in spite of the interest and active assistance of the Reverend Mr. Place of Akron, a graduate of the University of Chicago, who did all in his power to help in both football and baseball. An effort was also made to revive tennis, but Kolbe and Myers were defeated in both the singles and doubles in a contest at Wooster, and no more matches were played. The one gleam of light during these years is the excellent work in basketball.

Doctor Knight, who had seen the game played in the East, was the first to bring the basketball idea to Buchtel. It was first taken up by the girls of the Academy, and later by the academy boys, who, in 1901, organized the first men's basketball team on the campus. Maurice Knight makes his first appearance as manager with this team. In the year next following, his name appears so frequently as manager of various teams that one has the feeling he was a sort of general manager of athletics during his time in school. Indeed, his interest has not ceased with graduation. It is as strong now as ever, and in any emergency "Mose" is certain to be called upon for advice and help.

Buchtel's first college basketball team was organized soon afterward and the first game was played at Mt. Union January

9, 1902, the Buchtel team being defeated by a score of 120 to 9. In the following year the college team, by defeating the team of the East End Athletic Club, clearly won the championship of the city. For several years the second team played games with nearby high schools under the name of the Buchtel Independents; this offered a splendid chance to develop material for the varsity. It was not until the season of 1904, however, that anything unusual was done in basketball. In this year Mt. Union, Reserve, Hiram, The University of West Virginia, and the University of Indiana were defeated. The credit for this good work belongs largely to Mr. Earl Williams, who gave his time generously and without compensation to coaching the team. The big event while he was coach, and the big event in the lives of all who were students at Buchtel in 1908, was the defeat of the basketball team of Yale on New Year's day, 1908. The following account of that game is taken with slight alteration from *The Buchtelite* of the time:

"Before the largest and most enthusiastic crowd that ever assembled in Crouse Gym. to witness a basketball game, the Varsity defeated the strong quintet from Yale by the score of 36 to 30 on January 1st. It was another case of David and Goliath. Yale, flushed with numerous victories won on a tour of the southern and western states, was over-confident and expected an easy victory, while the Buchtel players had trained and practised hard for the big game and played as though their lives depended on victory.

"Yale started the game with substitute forwards. Carnahan could, with an effort, out-jump the Yale center, and Buchtel had a chance to use some of her team-work. Yale was taken by surprise and played off her feet. Buchtel scored eight points before Coach Lush realized that, if Yale won, she would have to play her best men. Murphy and Wrenn were benched, and Clifford and Kinney, the two star players of the Yale team, were sent in. Kinney's work on the tour was little short of phenomenal. He seemed able to shoot baskets from any position and played half of Yale's game, making seven baskets in all.

"After the new players were substituted, Buchtel had harder work to get team-work started and the scores came slower. The teams were evenly matched. Yale was heavier, but Buchtel

made up in speed what she lacked in weight. The first half ended with the score 18 to 12 in Buchtel's favor.

"In the second half Yale replaced Cushman at guard by F. Murphy. Buchtel retained the same lineup throughout the game. Yale led such a fast pace that it began to tell on both teams near the end, and the last five minutes of play was slower than the remainder of the game. Buchtel played a defensive game.

"For Buchtel it would be hard to say which man put up the best game. Buchtel is proud of every one of them. Captain Jahant set things going by caging the first basket. While he did not make as many baskets as Smith, he played a sterling game. Smith threw five baskets. Carnahan, at center, outplayed his man, and a great deal of credit is due him for the way in which he tipped the ball at the toss-up. Both Harpham and Iredell, at guard, played a strong game. Harpham broke up Yale's team-play time and again. While Iredell's man shot the most baskets, he was the best player on the Yale team without question, and Iredell did well against him. Harpham shot twelve fouls out of fourteen trials."

This basketball victory over Yale was doubtless one of the most significant events in the history of Buchtel athletics.

During these years several attempts were being made to encourage men to take greater interest in athletics. In 1902 Mr. Frank Fisher, of the teams of '93, showed his continued interest in athletics by offering two silver cups as prizes for track; one to go to the individual athlete making the greatest number of points three years in succession at the annual track-meet; the other, known as the Class Cup, to remain the permanent property of the Athletic Association, and to be inscribed each year with the name of the class scoring the largest number of points. In addition, Mr. Fisher offered a medal each year to the contestant scoring the greatest number of points. The notice of Mr. Fisher's gift was announced in chapel November 3, 1902. In the fall of 1906 the Athletic Association took up the matter of giving some award, and after discussion voted to grant a gold Block B for football, a smaller B for baseball, a still smaller one for track, and an Old English B for basketball.

Some progress was also being made during these years in two important matters: required physical training, and higher standards of eligibility to play on teams. Shortly after the coming of Doctor Joseph C. Rockwell as the successor of Professor Bates, gymnasium drill was revived, and, under Doctor Rockwell's supervision, was required of all freshmen. When, in the fall of 1906, Charles H. Shipman was employed as teacher of mathematics in the Academy, it was arranged that he should take charge of the gym. work and coaching; as a result, a little short-lived interest in football was aroused.

Late in 1902 a new rule on eligibility to play on teams was adopted by the faculty. The student must be passing at least eight hours of work in the College or Academy, the School of Art or Music, and he must attend classes regularly. Several members of the basketball team of 1903, being unable to meet this simple requirement, were declared ineligible. This idea of an irreducible minimum in scholarship for athletes was a new one to the student body, and some friction resulted from the enforcement; but Doctor Rockwell, chairman of the committee on athletics, stuck by his guns, and a much-needed step forward was taken in control of athletics. The requirement for scholarship was once more taken up by the faculty in the fall of 1906, and this new rule was passed:

"Any student of Buchtel College whose work shall be below 70 per cent in any subject for a period of two weeks shall not be eligible to represent the College as player or officer on any team or in any public athletic contest during the following two weeks, nor after the expiration of such two weeks, until such deficiency is made up to the satisfaction of the instructor in charge."

It was becoming more and more apparent that the entire system of athletics had proven itself unsatisfactory. Student managers, always inexperienced and often incapable, were elected each year. The funds available were never sufficient for the needs of the teams. A small incidental fee was collected from all students for the support of athletics, the part

contributed by the girls being given to their own athletic association. Frequent subscriptions were raised among the students, and Doctor Parke R. Kolbe several times raised money among the alumni for athletic purposes; but even with these additions there was never enough, and bills were contracted from year to year. The students who made them left college, and the bills remained unpaid. This brought the College into such ill repute that the faculty was forced to take action; March 9, 1908, it was voted "that further intercollegiate athletics be suspended until the deficit in basketball and the probable deficit in baseball be provided for, and that the financial condition of athletics at Buchtel be put before the Student Council for adjustment."

This action precipitated much momentary activity. A committee from the Board of Trustees met with the student body and made a rather ineffectual report to the Board at its June meeting, to the effect that a faculty manager of athletics was necessary but the College could not afford to hire him; that, if possible, a part-time teacher be secured who could devote one-half his time to coaching; and that for the coming year the trustees appropriate a sum equal to all funds which had been raised for athletic purposes by the students during the year. *The Buchtelite* made the suggestion that the management of all teams be in the hands of a committee consisting of a faculty member, a graduate, and an undergraduate.

All this discussion clearly showed the need of three things: a coach, some permanent form of management, and additional funds. In short, everyone saw that permanent organization and continuous management were prerequisite to athletic progress.

The following fall saw the first steps taken toward securing this continuous management. Doctor Kolbe began to assist in the making of the schedules. Thus there was always some one to whom the student manager could turn for advice and

assistance. Although there was nowhere authority for such an office, Doctor Kolbe took upon himself the duties of a faculty manager of athletics because the need for such an officer was evident.

Working entirely upon his own initiative, Sleeter Bull, the football manager, hired Doctor Bradley, a graduate of the University of Pennsylvania, as coach for the following year. Bradley reported for duty and, being hired, there was nothing to do but raise the money for his salary. Doctor Kolbe worked with a committee from the Alumni Association to raise funds; the trustees aided, and Buchtel once more had a coach. Bradley was a good football teacher, and did excellent work with the team. He left suddenly at the end of the season. This experience convinced the authorities that the College itself ought to hire and pay the director of athletics.

In the fall of 1909 Clarence Weed of Olivet College came to Buchtel as part-time teacher of mathematics and director of athletics. He remained a year. Doctor Bradley had put a football team in the field after four years of stagnation; Weed kept the enthusiasm alive; but it was Frank Haggerty of Colby College, who came to Buchtel in the fall of 1910, who firmly established the College in the athletic world.

The 3 to 0 victory of the 1910 football team over the Oberlin team which later held Cornell to a scoreless tie gives some idea of the quality of this team. It is doubtful whether Buchtel has ever had so much real football material available as in the fall of that year. It first showed its quality by holding Reserve to a 7 to 0 score on a muddy field. Although the only score of the game with Oberlin in the following week was made by Wilhoft's drop-kick from the 45-yard line, Buchtel easily carried the ball for twice as many yards as the Oberlin team. After these two games the team hit its real stride and defeated Wooster by a score of 31 to 0. Hiram was defeated 40 to 0. Going out of her class to play, Buchtel

lost the next game to Notre Dame by a score of 51 to 0. Several men were badly injured in this game. It was not until several disastrous games with the heavy teams of the Michigan Agricultural College that we learned the folly of playing against schools so much larger than our own. The most intense game of the season was that with Mt. Union. In the third period Mount scored a goal from the field, the first score of the game. As the fourth quarter neared its close, the hearts of Buchtel rooters sank, for defeat seemed certain. Then, in the last minute of play, Jackson completed a forward pass to Wilhoyt, who dodged five Mt. Union men and fell across the line for the touchdown which gave us the victory 5 to 3. The timers signalled the end of the game just after the touchdown was made. Defeats of Heidelberg, Allegheny, and Marietta brought to a close a highly successful campaign.

Oberlin had defeated Ohio State, Case, and Reserve in the course of the season. On the strength of this record she was hailed as conference champion by the newspapers, although both Case and State had won a greater percentage of the total games played. Since Buchtel was the only team to defeat Oberlin, the local papers were loud in their claim that the championship of the state really belonged to the Buchtel team.

The most intense game played during Mr. Haggerty's stay was the game with West Virginia Wesleyan in 1913. Of this game a local paper says:

"The score—Buchtel 9, Wesleyan 7—is itself a story of the closely-contested struggle at Buchtel Field Saturday afternoon. The battle was desperate. It was close throughout and was not settled until the final moment. It was spectacular and thrilling. Many times at critical stages a sigh of relief could be heard throughout the stands when Wesleyan's well-founded plays failed, some of them by the slightest margin.

"Buchtel, crippled and outweighed, went into the game with hardly a chance to win. The Wesleyan squad came here fresh from conquering West Virginia University, and were confident of victory. But Buchtel had determination. To that 'never quit' spirit which has developed, may be attributed the win."

"Greasy" Neal, who has since become prominent in the football world, right end for Wesleyan, was the individual star of the game. For Buchtel, Sidnell, Ross, Ranney, Palmer, Crisp, and Waldsmith covered themselves with glory. Within two minutes after play had started Sidnell kicked a goal from field from the forty-yard line and at a difficult angle. The game now swayed back and forth. Neither team made first down consistently. Garrett's long run from Palmer's punt from Buchtel's twenty-yard line was responsible for Wesleyan's touchdown. He was downed on our ten-yard line. Stansbury, Wesleyan's quarter, carried the ball over on straight bucks. In the third quarter Wesleyan punted out of bounds on their thirty-yard line; Sidnell, Ross, Driesbach, and Crisp advanced the ball ten yards on line plays; Wesleyan was penalized ten yards; Palmer ran around left end for a touchdown. The last quarter brought no additional score.

From the standpoint of a compact internal organization of athletics, there was considerable progress during the years Mr. Haggerty was coach. In the spring of 1910 Professor Bulger had come to Buchtel to take the place of Doctor Kolbe while he was abroad. Beginning with the following fall he worked in conjunction with manager Read of the football team and from then on gradually took into his own hands the general control of the athletic situation. The making of schedules and the handling of the funds of the association were taken out of the hands of the students. This established a permanent point in the system and greatly aided us in the fight for recognition from other schools. A good team is of little avail to an institution unless its relations with sister institutions are such as to enable it to readily construct an advantageous list of games.

The constitution of the association was revised so as to provide for the offices of a faculty manager and a faculty treasurer. Mr. C. R. Olin, who had for years acted in that

capacity, became faculty treasurer; Professor Bulger was named faculty manager by President Church. These two officers, together with an additional representative from the faculty and two undergraduates, constitute a board of control which has charge of everything connected with physical training. Professor Bulger continued as faculty manager until the fall of 1914, when he left for a year of graduate study at the University of Wisconsin. K. D. Smith then filled the position for two years, and when he resigned to enter industrial work Luke Brickley of the English department took up the duties. Mr. Brickley enlisted in the spring of 1917. Since that time the position of faculty manager has been filled by Fred Sefton of Colgate, who came to Akron in the fall of 1915 as director of physical training.

In addition, a method by which any student may put himself in nomination for any office, ballots being cast according to the Australian system, was worked out by Professor Bulger and Doctor Kolbe. It has proven an extremely satisfactory way to handle student elections. A system of control of the class work of athletes was also put into effect. Regular weekly reports on the classroom work of athletes are called for. As soon as these show that this work is not satisfactory he is warned that it must improve by a given date or he will be excluded. It is rarely necessary to exclude a man under this system. Mention must also be made of the rules adopted in the spring of 1915 by which the captaincy of a team goes to the man who has played the greatest length of time at that sport. This, together with a rule requiring all candidates for team managerships to work in the preceding year as assistant-manager in order to be eligible for candidacy, helped eliminate friction on the teams and strengthen the internal organization.

Another good thing done while Mr. Haggerty was coach was the enclosing of the athletic field. Mr. Haggerty talked a great deal about the need of having the field enclosed, and

wrote about it in *The Buchtelite* and the city papers. To Doctor Kolbe belongs the direct credit for having it accomplished. He went to Mr. F. A. Seiberling, Mr. A. H. Noah, and Mr. Frank Mason, and when the situation was explained they gladly agreed to buy the lumber for the fence and grandstand. The athletic association had enough money to pay for the building of the grandstand and bleachers.

It was proposed that the students show their college spirit by erecting the fence. After the posts had been set and the stringers laid, this was actually done in May, 1912. Doctor Kolbe and Professor Bulger divided the male students of the College into teams, each under the command of a captain, and each assigned to a definite section of fence. Boards enough for each section had previously been placed in a convenient position. Within two and one-half hours from the driving of the first nail, the field was completely enclosed and the last piece of capping in place. Thanks to the insistence of Mr. Haggerty, the energy and helpful interest of Doctor Kolbe, the generosity of Mr. Seiberling, Mr. Noah and Mr. Mason, and the loyal Buchtel spirit of the student body, Buchtel could again play her games on her own field.

In the inter-class track-meet of the spring of 1914, George Bruner won the Frank Fisher cup for the third consecutive time and it became his permanent property. Mr. Fisher replaced this cup with another several years later. The University now has cups for all forms of intra-mural competition. Some have been presented by friends; some have been purchased by the athletic association. They have proven a great aid in extending interest in physical training to ever broader circles of the student body. By means of inter-class and inter-organization games in football, basketball, baseball, and track, practically every man who is physically able is brought into competition.

It was while Mr. Haggerty was coach that steps were taken to secure admission to the Ohio Athletic Conference. In the spring of 1914 Professor Bulger attended the meeting of the Conference at Columbus and announced the intention of Akron to make application for membership the following fall. In the fall formal application was made by Dean Ayer, and one year later—on Friday, October 8, 1915—after having served her year of probation—Akron was formally admitted to the Conference. She has won the respect of the schools of the state both because of the ability of the teams and because of the high standard of clean sportsmanship evident in all her acts. The desire of Coach Sefton to aid the Conference representative in every way has helped greatly in winning this reputation for athletic integrity.

The remarkable success of Mr. Haggerty's first season had aroused such high expectations as later to react against him and be partly responsible for his lack of popularity. The public expected him to go on eternally duplicating this record in every sport. This was impossible with the material available in later years. Having aroused expectations impossible to satisfy, Mr. Haggerty became the victim of the discontent of the student body, the alumni, and the public, in spite of his admitted ability as a coach. He resigned in the spring of 1915 to become a salesman for a firm manufacturing athletic goods, a position in which he has been very successful.

Mr. Haggerty made a remarkable record while at Buchtel. He did really great work. During his stay, the football team played thirty-four games, of which twenty-three were won and eleven lost, and scored five hundred points to a total of one hundred and sixty-four for all opponents. The baseball team won twenty of twenty-five conference games played; the team of 1914 won every game played. In addition, the average grade of the team in their studies was far above that of any

other group of students. The basketball team won twenty-five and lost fourteen games.

In a letter Mr. Haggerty says:

"The work done by the boys will never be equalled. Those fellows won fourteen straight conference games, went four games in 1911 without having a change made in the lineup, and had only five points made on them by a team that had defeated State 9 to 0. Sidnell pitched and won two games of baseball against Wooster in as many days. Denison never beat us; Wooster took only two of the twelve contests; Ohio State had one victory out of three starts; Case was satisfied to win rarely. But why write on? Fifty-two upperclassmen did it!"

"Jackson, Wilhoyt, Thomas, Ross, Crisp, and Sidnell were Buchtel's best during my time. Since leaving Akron I have refereed five hundred athletic contests in ten states; coached a national winner in football and a team tied for the professional championship in the same sport. Yet I have yet to see a better football player than Jackson, a better pitcher than Sidnell, a better all-around athlete than Wilhoyt, or a more conscientious worker than Zimmerman."

Buchtel is greatly indebted to Mr. Haggerty. Every minute he was at Buchtel he had the best interests of the school at heart. He left it much stronger in an athletic way than he found it. When he came, the gymnasium equipment had vanished, the lockers were worn out, the field was without a fence. It was necessary to play our games at the East End Grounds, a highly unsatisfactory state of things, because of the long distance of the grounds from the gymnasium. When Mr. Haggerty left, the gymnasium had been repaired, there was a stock of equipment for players in every sport, the field had been fenced. He was loyally helped in securing these things by the College and members of the Alumni Association, but the original initiative in every case came from Haggerty.

Mr. Haggerty's successor was Fred Sefton. Mr. Sefton had played upon the teams of Colgate, where he was assistant to Bankhart in the year 1914-5. When he came to Akron as director of athletics in the fall of 1915 he faced a dreary

prospect. Palmer, Weeks, Johnson, and Smith, veterans who had been depended upon to help out the football team, did not return to school. In addition to the letter men—Sours, Yackee, Driesbach, Crisp, and Stansfield—but nine candidates reported for practise. These few men, mostly inexperienced, faced a hard schedule, beginning with Case. Every game of the season was lost except the final game with Kenyon. The poor showing was due to the lack of material and the necessity of learning a new system of play.

Although discouraged, Sefton worked hard and won the affection and respect of students and graduates. This feeling of good will has grown stronger during the years he has been with us. Sefton's first football season showed the quality which has been characteristic of him and his department—steady, irresistible improvement and progress. Each year shows an advance over the year before; something has been bettered in the operation of the department. The wholesomeness of his influence on the student body was shown when he received an offer to go elsewhere. At a meeting of letter men called to discuss ways and means of keeping him in Akron, speaker after speaker emphasized that Sefton must be retained, not because he was a successful coach of teams, but because he was an invaluable influence for good in the student body. His standing depends not upon the shifting sands of teams capable of defeating other schools, but upon the solid rock of a character and a personality which are a distinct asset to the University.

In 1916 the basketball team won half the games played, and a good showing was made in baseball. Inter-class and inter-organization basketball was introduced; this has proven a valuable aid in arousing interest in and developing material for the varsity. Contests with other schools in track and cross-country running were also arranged.

The football team of 1916 won two of the games played, Driesbach winning a place at tackle on the all-state team, and Stansfield receiving honorable mention. Nine games were won and one lost in basketball during the season of 1917. The team seemed to have a good chance to win the championship of the state. All depended upon the final game of the season against Case. Several days before the game Tomkinson, star forward, slipped upon the icy pavement and injured himself so seriously that he could not take part in the game. As a result the weakened team was defeated. Tomkinson was placed at forward on the all-state team.

In order to assure capable student-managers, a rule was passed this same year requiring each candidate to have credit upon the college records for sixty hours of class work and to serve a year as assistant in the sport to the management of which he aspired. The number of hours has since been reduced somewhat. This rule has been very effective in helping to secure responsible students as team managers.

The baseball team of 1917 gave signs of being a capable organization, but it was broken up by our entry into the World War. Increased interest was shown in track, and Tomkinson took second in the javelin in the Big Six meet. Four days after the declaration of the existence of a state of war the faculty voted to require compulsory drill of all male students. The battalion was placed under the command of Professor Bennett, who had had much experience with the National Guard. When he resigned his position with the University, Sefton was put in command. He had charge of this work until the introduction of the S. A. T. C. in the fall of 1918. Four of our men who went to summer camp in 1918 were given commissions.

Sefton's spirit and hard work began to show increased results in the fall of 1917, the team winning five of the eight games played, and both Tomkinson and Rogers getting places

on the all-state team. The basketball team of 1918, built around two veterans, lost the state championship by the narrow margin of one basket. We were defeated by the championship Case team. Tomkinson was placed on the all-state team, and Whalen and Boedicker received honorable mention.

The football team of 1918 was a team representing the S. A. T. C. unit. Freshmen were allowed to play. The influenza quarantine prevented the playing of many games. The big game of the season was against the second team from Camp Sherman. Aided by Sefton and assistant-coach Driesbach, we won 27 to 0. The basketball team of 1919 played fourteen games without being defeated. Art Knowlton was captain and center; Swigart and Wentz, forwards; Whalen and Haley, guards. These men composed the "Wonder Team," as it was called by the papers. Wentz and Whalen were placed on the all-state team, Wentz making the highest number of points scored by any player in the Ohio Conference. Interest in track continued to increase. The Summit County high school meet was held on our field, the athletic association buying medals for the winners of the events.

The football team of 1919 lost to Wooster and tied with Case. Haley and Bierce were placed on the all-state team, Wentz and W. Pfahl receiving honorable mention. The basketball team of 1920 won our second state championship in two years. Wentz was named at forward on the all-state team for the second time, and Boedicker and A. Knowlton received honorable mention. Little was done in track and baseball, due to construction work on Buchtel Field. Land to the immediate south of the field was purchased, and the track changed; later a concrete stand, seating a thousand people and containing lockers and showers for the players, was erected—the first unit of a stand which will extend along the entire north side of the field. During this year Snyder and Rowley, and Hilbush and Kittelberger kept alive the interest

in tennis. They played on the courts of the University Club.

Probably the greatest need at present is a new gymnasium, for the University has grown to such proportions that Crouse Gymnasium is very inadequate. The demand for a gymnasium adequate for present and future needs, which has been growing stronger each year, will soon be so insistent that results must follow. The University of Akron is still in its infancy. It is probable that few people have any adequate vision of its possibilities. But whatever the future may bring, the department of physical education will be certain to keep pace with its progress.

OLD BUCHTEL

(*From the 1908 annual, The Buchtel*)
Author unknown

The years are more than half a score,
Since, all athirst for knowledge,
We took deep draughts of classic lore
In dear old Buchtel College.
Tho' Time's advancing step of stealth
Full many a change may bring,
We'll still be true to Gold and Blue,
And still her songs will sing.

Our football field and diamond green,
In basketball as well,
Our colors were in triumph seen,
Victorious our yell.
And may the glory never fade
That round our Buchtel shines,
The celestial hue of Gold and Blue,
Which every heart enshrines.

Oh, comrades, when you hear her song,
The chorus sweet and clear,
And sung by voices rich and strong,
How can you choose but cheer?
Here's honor to old Buchtel's name;
Here's honor to each son;
Here's memory true to Gold and Blue;
Here's to each victory won!

CHAPTER XIV

STUDENT LITERARY ACTIVITIES

THINGS literary have always received their share of emphasis at Buchtel. From the beginning the value of both the spoken and the written word has been recognized, and students have been encouraged to take an interest in literary activities. Throughout much of her history rhetorical exercises have been compulsory, students being required to do a specified amount of written work and to present it in public. At times this public presentation of the student's work might be made only at the chapel rhetoricals; at other times it has been optional with the student either to appear in the chapel rhetoricals or to give his productions before some literary society. With the passing of the literary societies the interest shifted to debate, the students feeling that while the required rhetoricals—essays, orations, and declamations—gave opportunity for practice in writing and formal speech, they did not furnish the necessary opportunity for practice in extemporaneous speaking. For years interest in oratory was keen, and the annual oratorical contest was a significant affair. In the earlier years interest in literary work was fostered by means of inter-society and inter-class contests, frequently for prizes. Since 1887 the Ashton Prize Speaking Contests have been among the important annual events for the three upper classes, and have been a strong factor in maintaining interest in pleasing and effective expression. Since 1889 the College has always had a teacher of Expression on the faculty.

THE CARY SOCIETY

The Cary Literary Society, named in honor of Alice and Phebe Cary, was formed in September, 1872. For the following account of this organization we are indebted to the

first president of the society, Mrs. Susie Chamberlain Cole:

"One Saturday morning in September, 1872, some of the young men students of Buchtel met in the assembly room to perfect the organization of the *Greeley Society. While they were holding close communion, a party of girls stood in the hall, wondering why they could not have a society too. They had almost decided that they could and would, when President McCollester came along and advised them to organize a society at once, saying as they started off, 'Now be sure and don't let the boys get ahead of you.' The girls hastened at once to the reception room and opened a business meeting without delay. What did it matter if no constitution and by-laws had yet been drafted for this budding society? That could be attended to later. The all-important matter was to have a girls' society organized before the boys had their organization completed.

"In pursuance of this plan, officers were elected as follows: President, Susie Chamberlain; Vice-President, Ella Morrison; Recording Secretary, Ella Garver; Corresponding Secretary, Cora Hyde.

"As soon as the officers had been elected, the young ladies fell zealously to work to frame a constitution. While they were busily engaged in this intricate task, a group of painters appeared, and the constitutional delegates were forced to seek another hall in which to continue their deliberations. At length a suitable room was found, not far enough advanced in course of construction to require paint. The five officers were assigned places on the highest pile of lumber in the room, and the orderly privates, also five in number, smiled upon them benignly from a work bench just opposite, as they performed their various duties. Owing to the loose arrangement of the lumber, the officers were often forced to take their seats before they had finished their speeches, but notwithstanding all difficulties, then and there was laid the foundation of the Cary Society.

"The interest in a literary society of necessity centers in the entertainments it gives. The every-day plodding work of such an organization must forever remain a history unwritten except in the hearts and minds of its members, but its entertainments are the mile-stones which in memory they can see and around which certain associations gather.

"The first public appearance of the Cary Society was at a 'Union Entertainment and Reception' given by the Greeley and Cary Societies on the Friday evening preceding the close of the first fall term of the College, and as this was the first public entertainment given by the college students in Akron, the attendance was very large.

*This society was named in honor of Horace Greeley. Evidently its career was brief, for we find no reference to it either in the available society programs and other printed matter of those days, or in later references to the early '70's.

"The first entertainment given by the Cary Society alone was on March 24, 1873, to which an admission fee of twenty-five cents was charged. The College Chapel was so filled that there was scarcely standing room, and the entertainment proved to be a great financial success, the net proceeds being about \$170.00. Of this amount \$160.00 was used to purchase a carpet for Cary Hall. A large part of this financial success was undoubtedly due to the activity of John R. Buchtel in advertising the entertainment and selling tickets.

"On the evening of May 5, 1873, the dedication of Cary Hall took place. It was an occasion long to be remembered. Floral offerings from Mr. and Mrs. Wills, a marble-top stand from Oliver Baker, a calendar clock from O. H. Remington, a mahogany bookcase from Mr. Buchtel, a mahogany table from Mrs. Buchtel, and a beautiful upholstered chair from Mr. Limbert, were gifts displayed that evening. The dedicatory hymn was written by President McCollester. Previous to this time the meetings of the Cary Society had been held in the reception room.

"Another entertainment was given by the Cary Society on November 7, 1873, without assistance except from Marble's Band and Professor Sigel. The sum of \$100.00 was cleared and given to The Women's Centenary Association to aid in establishing a woman's professorship in Buchtel College.

"One of the most successful entertainments in point of merit ever given by the Cary Society was that of November 20, 1874, which consisted of a short literary program; a drama, entitled 'The Last Loaf'; and a farce, 'The Greatest Plague in Life.' *The Daily Argus*, commenting on this entertainment, says: 'The Cary Society of Buchtel College did itself great credit last night in the presentation of one of the finest literary entertainments ever enjoyed by this community. We have never seen a foreign troupe of performers in this city produce more genuine pleasure or elicit more general applause than was made apparent last night.'

"At the close of the entertainment several prominent citizens requested its repetition. This was agreed to, and the entertainment was given again at Sumner's Opera House. A committee of citizens was appointed to present a plan for the best disbursement of the net proceeds of about \$125.00. The report of this committee, which provided for a society of female members of all church organizations who were willing to engage in a work for charity, and specified that funds received should be expended for the most part for the benefit of the poor people whom the churches did not reach, was adopted. The name chosen for this organization was The Dorcas Society. It may not be generally known that this society, which has been so prolific in good works, had its origin in that Cary entertainment. As auxiliaries of The

Dorcas Society, there have been industrial and night schools at which the little ones were helped morally, mentally, and physically. Never did a like amount of money reap greater gains than that which formed the nucleus of so grand a work, and the Carys turn toward it in fond remembrance, realizing that it is more blessed to give than to receive."

Membership in Cary was at first confined to women students of the college department, but later some preparatory students were admitted. *The Buchtel*—the college annual for 1882—names twenty-six active members that year, ten of whom were preparatory girls.

As the society grew in numbers, it was separated into two groups—the Alice division and the Phebe division. From *The Buchtel Record* for January, 1883, we learn that during that year the Alice division met at 2 o'clock in the afternoon to accommodate a number of students who could not attend in the evening.

In September, 1883, the Alice division joined with the Bryant Society to form the Buchtel Union Literary Society, a new literary organization to include college students only. The Phebe division did not enter the merger, but dropped its distinctive title, and thereafter was known as the Cary. The last reference we find to the Cary Society is in *The Buchtel* for 1887, in which it is listed as "a preparatory society for young ladies."

THE BRYANT SOCIETY

The year after the founding of the Cary Society the Bryant Literary Society was organized. Its constitution restricted membership to college men, but later, as in the case of Cary, some preparatory students were admitted.

Bryant was named in honor of the eminent journalist and poet, William Cullen Bryant. In recognition of the society's taking his name, Mr. Bryant presented the organization with a fine engraving of himself and also funds for the purchase of books for the library; and to the time of his death five years

later he took much interest in the work of the society. On the occasion of the first—and last—reunion of the society, held during Commencement week, 1878, the venerable poet was invited to be present and to deliver an address. Because of his advanced age—Mr. Bryant died between the writing of the letter and the holding of the reunion—Mr. Bryant could not accept the offer; but he sent the following letter:

"New York, April 6, 1878.

"To Messrs. Irving C. Tomlinson and
F. N. Carter:

"Gentlemen:—I am sensible of the honor done me, by the Bryant Society of Buchtel College, in the invitation which I have just received to deliver an address before them at the ensuing College Commencement. I cannot accept it for various reasons, one of which is my advanced age; and I can only acknowledge the expression of their good will with many thanks. I am, gentlemen,

"Truly Yours,
"W. C. Bryant."

For the following paragraphs on the work of the Bryant Society we are indebted to an article in *The Buchtelite* for December, 1889, by Dayton A. Doyle, '78:

"Bryant Society had some hard struggles during the early years of its existence. The rhetoricals in college hurt the society. If it had not been for these, the society would have had a larger membership and accomplished much more good. Its literary work showed that too much of the same kind of work was required outside of the society. Forced literary work in college is sure to discourage society efforts in that line. Having lost much of their interest in work of that kind, the boys for a while used the society as a battleground for the fraternities. Considerable political genius was developed there about the time of electing officers. There was no halfway work. The fraternity having the most votes took every office and then magnanimously elected one of the rival fraternities to the exalted station of janitor.

"This rivalry between the fraternities for control of the society ultimately worked for the good of the society. More interest was taken in it from that time forth. The prevailing faction felt it incumbent upon them to keep up the literary work of the society. Each fraternity urged its members to join, for each new member meant another vote. During 1877 and 1878 the society was doing some good work, as some of its public entertainments showed.

"During these years, the society furnished some fine entertainments for the students and public generally. Among others was the famous Moot Court, in which Douglass Glessner, properly attired, figured as the injured plaintiff. Doug's fine womanly features deceived many that evening. With the assistance of Cary Society, the boys gave an exhibition of their dramatic talent occasionally. The last exhibition of this character was given March 15, 1878. Part first was entirely literary, and raised the society in the estimation of the public considerably. The productions were above the average and plainly showed that the society was making great progress. Part second was entirely dramatic, and that, too, in two senses. It was a farce, entitled 'Yankee Land.' It was well played; in fact, too well played for the character of the play. It was a shame to put so much talent into so worthless a piece. A local paper in its comments on the performance said:

'Though the play is extremely laughable in parts, its selection was, to say the least, an unfortunate one, and while Bryant Society has shown itself able to present a programme of literary merit, the public will doubtless be gratified if comedies of the stamp of "Yankee Land" are in the future dispensed with.'

Another significant meeting of the Bryant Society was The Bryant Court of Quarter Sessions, with Judge E. F. Voris presiding. The date we have not been able to determine. The grand jury had found an indictment against Frank Grandin for the theft of one roasted turkey on the night of Thanksgiving. The State was ably represented by Attorneys Yates and Smith, and Attorneys Motz and Herrick conducted the defense. Some very sensational evidence was introduced. The jury under the care of Sheriff Graves was out for about ten minutes and returned the following strange and incomprehensible verdict: "We find the defendant not guilty; but do find Professor Gifford guilty, since the bones of the defunct turkey were found at her door, and further find that Professor Jones pay the costs and ten dollars fine." The verdict was received with unbounded satisfaction. The Court room was so crowded during the progress of the trial that large numbers of people were unable to gain admission. Everett and Cary Societies both adjourned for the purpose of attending the trial.

Union meetings of the literary societies were of frequent occurrence, and some excellent programs were given by the

combined talent of Bryant, Cary, and Everett. That the productions were not always of the highest merit, however, is evident from *The Buchtel Record* for February, 1883, which remarks:

"The exercises were mediocre, and far behind former union meetings. When five performers fail to respond it doesn't reflect very much credit upon the societies. 'The Buchtel College Hash,' the paper, was a disgrace. It consisted of nothing but stale jokes and puns, and personal thrusts. We think it well enough to have a 'funny corner,' but the paper should contain something of solidity."

In June, 1882, the societies arranged to hold an inter-society contest each year on the Friday preceding Commencement, and adopted the following rules to govern the contests:

The exercises of this contest shall consist of orations, essays, and declamations. Subjects for orations shall be chosen by a committee of three members of the faculty, one member of this committee always to be the Professor of English Literature. Those who take part in the contest shall be selected by private contests in the several societies, and under no circumstances shall a competitor be admitted to the inter-society contest who has not so qualified.

THE EVERETT SOCIETY

Everett was formed in January, 1881. At first only preparatory students were admitted, and meetings were held behind closed doors; but in September of the same year the constitution was amended so that any male student might become a member. By 1883, however, this society had become thoroughly disorganized, and on the evening of October 5 of that year a new Everett Society was formed, open to male students of the preparatory department only. The old Everett Society kindly donated their furniture and library to the new organization, which promptly passed this resolution:

"Resolved, That we, the Everett Literary Society, appreciate the exceeding kindness of the old Everett in donating to us their furniture and books, and that we return to them our sincere thanks for the same."

The society prospered. A paper, *The Everett Star*, was published. The first issue of *The Buchtelite*, April, 1889,

says: "Everett has passed her sixth anniversary, and still prospers. The debates of late have been very interesting, and although the literary part of the programs has been neglected to a certain extent, yet some of the productions have been very creditable."

The November issue of the same year remarks: "Everett Society, the oldest of Buchtel's literary societies, seems to enjoy its usual prosperity this Fall. It has an increased enrollment and its literary exercises display considerable merit."

The issue of the same paper for March, 1890, tells of the Everett Banquet held in the Upper Chapel, an enthusiastic gathering of some seventy or eighty present and former members of the society, when the old chapel was made to ring with such toasts as "Everett in By-Gone Days," by "Bob" Tucker; "Everett in Oratory," by Ed. Cone, and "Everett's Benefits in Every-Day Life," by "Bill" Sawyer.

Indeed, even during the years when the college literary societies—the Bryant and Cary or their successors—were showing but a dim and fitful light, or had gone out altogether, Everett seems to have been vigorous and flourishing. *The Buchtelite* of the later '90's has frequent accounts of the interesting programs of Everett, which at that time included girls as well as boys of the preparatory department.

THE BUCHTEL UNION LITERARY SOCIETY

From the history thus far given of the literary societies at Buchtel, it will be readily seen that during the first nine years of the College—1872 to 1881—the two leading societies were Cary and Bryant. That other societies sprang up from time to time, only to pass away after a brief existence, is suggested by the fact that the Greeley Society was organized by the men at the same time that Cary came into being, and by the further fact that *The Argo*—the 1880 annual—mentions, besides Cary and Bryant, the Union Literary Club, which, how-

ever, is not listed in the literary societies as given two years later in *The Buchtel* for 1882.

Cary and Bryant, as we have seen, were organized originally as exclusively college societies, but soon began to admit preparatory students. In 1881 Everett was organized for preparatory men.

Thus, by 1882, there were at Buchtel three societies, or four, if we follow the custom of that day and consider the Alice and Phebe divisions of Cary as distinct groups: Bryant, for men of both college and preparatory departments; Alice Cary and Phebe Cary, for women of both college and preparatory departments; and Everett, for men of the preparatory department.

In September, 1883, as the result of a growing feeling that a sharper distinction should be drawn between college and preparatory students in society work, the Bryant Society and the Alice division of the Cary Society united and reorganized to form a new society, The Buchtel Union Literary Society, including both men and women of the college department. It had a charter membership of thirty-seven. It was to be exclusively a college society. The Phebe division of Cary was thereafter known as the Cary Society.

The new society started with much enthusiasm, and the future seemed most promising. *The Buchtel Record* for November says:

"The prospects for the new college society are indeed flattering. The membership has increased to such an extent as to necessitate the dividing of the society into divisions for literary work, there being forty-four members. Much interest is taken in the literary work. The debates are heated and interesting, and show careful study of the questions under discussion."

That this initial enthusiasm soon began to wane seems evident from the rather doleful tone of *The Record* for March of the following year:

"The prosperity of the Union is apparently at an end. The last few meetings of the society have done more to ruin than to

improve it. The literary programs have lagged, the debates have been carried on in a loose and in several instances ridiculous, not to say disgraceful manner; the questions have been either old and thread-bare, or simple and trifling; the business of the society has been transacted in a listless, indifferent manner, and, in fact, the society seems to have fallen into a sort of literary lethargy, in striking contrast with the active, wide-awake spirit which characterized the first term of its existence.

"If the present condition of the society cannot be radically changed and materially improved, it had better be allowed to die that calm, serene, and tranquil death which its ancestors have died before it, and which seems to stare every organization of Buchtel students in the face, after the novelty and excitement of the first few sessions have passed away. For as it exists at present it is no credit to itself, to its members, or to the college department."

Of the varying fortunes of the Buchtel Union during the four or five years of its existence there is no written history. The last number of *The Buchtel Record* appeared in November, 1884; the first number of *The Buchtelite*, in April, 1889. Between the two the only college publication is the annual for 1887, *The Buchtel*. Here the Buchtel Union is mentioned first in the list of literary societies, but its name does not appear in *The Buchtel* for 1889, nor is there mention of it in the early numbers of *The Buchtelite*. Evidently between 1887 and 1889 the Buchtel Union died the death and went the way of its predecessors.

It seems that at this time—between 1887 and 1889—the entire organized literary work in the college department, as expressed in the literary societies, suffered eclipse. *The Buchtel* for 1887 mentions no less than five societies, three in the college and two in the preparatory department: The Buchtel Union; The Greeley, "a college society for gentlemen"; The H. H., "a literary society for ladies of the college department"; The Cary, "a preparatory society for young ladies"; and the Everett, "a preparatory society for young gentlemen." By 1889 Everett alone remained. Whatever the reason—whether the required rhetoricals in chapel, or the growth of

fraternities and other college activities, or a combination of the two with other factors added—the fact remains that the day of the literary society at Buchel had passed.

THE CENTURY LITERARY SOCIETY

It was not long, however, before at least some of the students felt that the required rhetoricals were not sufficient. This feeling resulted in the forming of the Greeley Debating Club in the spring of 1889. In the fall of 1890 the name was changed to the Greeley Literary Society. Under its new name the organization struggled on for a few weeks, and then quietly gave up the ghost.

During the early '90's there was much discussion, pro and con, of the value of college literary societies, both in *The Buchtelite* and among the students. In *The Buchtelite* for February 6, 1894, a student, in answer to a former article by another student criticizing the student body for the lack of literary societies, takes the ground that the time of the students is so taken up with other activities that they do not need such organizations.

"Why don't we have such societies here?" he asks. "Mainly because we don't want them and can exist very comfortably without them. There are two or three reasons why we do not want them. One is the fraternities, which take a great deal of time and attention. All the rest of the student's time and energy is well filled by athletics, oratoricals, and Ashton contests, various reading circles, and his own private affairs, so that there really is no place for a literary."

But the advocates of the literary society were not ready to give up without one more attempt. The result was The Century Literary Society, organized in the fall of 1894. Its history was similar to that of former ventures of the kind. The first year was successful: excellent programs were given; the interest was keen. The society arranged a free lecture course by members of the faculty, which was well attended. One of the most interesting and amusing meetings was a mock trial lasting through two evenings. The second year there was a

noticeable falling away in interest. Several commendable meetings were held, especially a Longfellow evening and the celebration of the hundredth anniversary of the birth of the poet Keats, but it was becoming increasingly difficult to hold the enthusiasm of a sufficient number of students to justify continuing the work of the society. The interested few persisted a little longer, but in 1896 they concluded it was useless to keep up the fight, and the last of the literary societies at Buchtel ceased to be.

DEBATING SOCIETIES

One of the results of the passing of the literary societies in the late '80's was a new interest in debate. The Greeley Debating Club was organized in the spring of 1889. The president of the Club was Lee F. Lybarger.

For a time the new Club—which seems to have been confined to men—was very successful, but it is evident that by the fall of the following year history had repeated itself, the initial enthusiasm had faded into indifference, and an early death seemed imminent. *The Buchtelite* for September 20, 1890, remarks: "It is to be hoped Greeley is not to be allowed to sink into decadence. Last term was somewhat of a disappointment to its ardent friends. Little, very little, work was done, and it was found necessary to adjourn for the remainder of the year, the plea of hot weather serving as a convenient excuse." In an attempt to save the organization, the name was changed to the Greeley Literary Society, the constitution was revised, and the work of the society was no longer confined to debate.

The Greeley was the forerunner of several debating clubs at various periods in the history of the College. All had but a short lease on life. The leading characteristic of the debating organizations has been lack of continuity. A club would spring up suddenly out of the enthusiasm and the work of one or two interested students, last a few months—at most a

year or two—and then give up its organization because nobody was sufficiently interested in the work to carry it on.

From 1900 to 1904 there was considerable interest in debate. A society was organized, and, due largely to the initiative and enthusiasm of C. C. Carlton, '94, excellent work was done by the club members and several debating contests were held with teams from other colleges.

CHAPEL RHETORICALS

Judging from student comment in the earlier college publications, and the remarks of Buchtelites of earlier days whenever in these later years they gather in reminiscent mood, it is evident that the required rhetoricals were a somewhat formidable affair. Doctor Mary B. Jewett, '76, who can speak of the matter from the point of view of both pupil and instructor, "victim" and seeming "oppressor," says of her own undergraduate days:

"One of the great features of that age was the afternoon set apart for public rhetorical exercises. No merciful provision was made by which the new student had a chance to overcome his first feeling of awkwardness and strangeness before his own class. The day itself was in some respects like a great examination day. The lower chapel was crowded. In those good old days it was not necessary to drum up an audience for rhetorical exercises. Both students and the public seem to have had an insatiable hunger for college oratory and poetry."

Doctor Franklin G. Wieland, '90, writes:

"When I was at Buchtel, the rhetoricals added, if not to 'the gaiety of nations,' at least to the joy of existence, the joy being always a ghoulish one at the performers' discomfiture. The only thing that made that horrible hour of oratory livable every Tuesday was that it took the place of something else perhaps more deadly. The Spanish Inquisition was a pink tea in comparison. I have seen husky football players, at the moment they stepped upon the platform to recite wearisome platitudes, become physically and mentally imbecile and clutch vain nothings from dry and stammering throats. However, many budding orators first found themselves at these rhetoricals. Virtuously and vigorously we applauded all efforts as we sat in chapel under the forbidding gaze of Miss Jewett. I know now how she must have hated the work, the speeches, and the speakers. Among those who sit with the

early Christian martyrs in the next life, a seat of honor should be reserved for her.

"I learn that eventually rhetoricals died a less violent death than their offense warranted. They became elective, and were chosen only by those who needed to make up required hours. I surmise that then a favorite trinity for the would-be athlete not inclined to study was Rhetoricals, Gymnasium, and Art. The following incident must have made the death of rhetoricals less deplored on the part of the faculty, in inverse proportion to the joy it gave the student body the unholy afternoon it happened. I am a little rusty on recitation poetry. He may have been reciting from 'Mary's Little Lamb,' but I think it was from 'Marco Bozzaris.' He had warmed up to his hero quite masterfully, and with one hand pointing toward the belfry, where Billy Sawyer had once tied the college cow, was about to declaim, 'And Greece her knees in suppliance bent,' when his memory failed him. He got as far as 'Greece her knees.' He hesitated a brief period, only to exclaim again, but possibly less positively, 'and Greece her knees.' Finally the uplifted hand dropped to his side, he swallowed once or twice, and stage-whispered, 'Greece her knees.' That is as far as he got. I was atrociously unsophisticated and young, but I remember, even yet, that it seemed awfully intimate and anatomical to me. He eventually opened up a massage parlor. If these feeble words of mine should ever meet the eyes of my old friend from Ohio, he will know that they are written, not in criticism, but only in appreciation. He said something that I have remembered thirty years."

That this was not the only diverting incident in the history of rhetoricals is plain from the following paragraphs from "Reminiscences" by Dayton A. Doyle, '78, in *The Buchtelite* for December, 1889:

"At one time during the early days of the College, the requirements made on the students for rhetoricals had become rather burdensome and some of the boys had openly rebelled. The rebels were very properly and promptly suppressed. The wiser heads among the students then got together and devised a much more pacific method of correcting their grievances. The order had gone forth that on a certain day every man of those specified should declaim before the students, faculty, and the public. The day came and the boys were all there prepared as per orders.

"President McCollester was there to see that they did their duty. The first declaimer stepped proudly and firmly forth and declaimed:

'The quality of mercy is not strained;
It droppeth as the gentle rain from heaven
Upon the place beneath, etc.'

"This performance was so creditable that the heart of the President was filled with cheer and his eyes shone with the glory of his triumph. By a strange coincidence the second declaimer also very creditably rendered Portia's 'Quality of Mercy' and the President was equally satisfied, though slightly touched, that two men on the same day should be similarly pleased with Portia's appeal to Shylock.

"But strange to relate, the third man also courageously declaimed 'The Quality of Mercy.' The President was still satisfied, but his cheer gave place to astonishment. When the fourth man started out with 'The quality of mercy is not strained,' the President concluded that the quality of mercy had been 'strained' sufficiently for that day.

"The remainder of the 'strainers' were allowed to reserve their energies for some other occasion. The performance was, however, repeated several times afterward, the President thinking, doubtless, it was better than no declamation."

An amusing incident occurred during President Church's administration, when, for a time, required chapel rhetoricals were revived under the direction of Miss Forsythe, teacher of Expression in the College. One young man who, as he remarked to his friends, would "rather take a lickin' than get up in chapel and try to speak," had attempted Kipling's "Recessional." When the awful hour arrived and he found himself on the platform looking out upon "a sea of faces," his heart failed and his knees shook with fear. He made a bold beginning, however, and succeeded in struggling to the end of the first stanza, saying, with considerable feeling,

"Lord God of Hosts, be with us yet,
Lest we forget—lest we forget!"

He stopped suddenly. "Lest we forget—lest we forget!" he repeated. Another pause. Then, looking at the ceiling, in a frantic effort to remember what came next, he cried once more, "Lest we forget—lest we forget!" Then, with frightened face, he glanced at the audience, who by this time were ready to burst with laughter, and with a final agonizing, "Lest we forget—lest we forget!" he rushed from the platform.

With the establishment of the department of elocution in the College, required rhetoricals were for the most part dis-

continued. The last survivor seems to have been the Junior Exhibition, or Junior Ex., the required annual appearance in public of the members of the junior class. We give in full the story of its demise from *The Buchtelite* of April 25, 1893:

"THE JUNIOR EX.

"WAS IT A SUCCESS?

"From the Students' Point of View

"IT WAS A HOWLING SUCCESS

"The following is the program as furnished:

Music—College Orchestra

Oration	'Benedict Arnold'
Maggie E. Bargar	
Essay	'Heredity'
Origen S. Dean	
Oration	'Ideal Equality'
Harry W. Clark	
Essay	'The Mistakes of Life'
Amy L. Herriff	
History of the Class of '94	Gertrude Taber
Oration	'The Orator and His Mission'
Harland H. Hollenbeck	
Music—College Orchestra	
Oration	'Prohibition vs. the Keeley Cure'
Joseph H. James	
Oration	'Nothing Lost'
Lizzie M. Johnston	
Essay	'The Modern Newspaper'
Tacy Mathew	
Essay	'Music and Man'
Arthur Seidman	
Class Poem—Eva E. Dean	
Oration	'Contrast'
Estelle F. Musson	
Music—College Orchestra	
Oration	'Our Many Selves'
J. Hayward Simpson	
Oration	'North American Indians'
Harry L. Snyder	
Essay	'Impressions of the Future'
Jennie C. Sorrick	
Address to the Lower Class	S. Emerson Findley

Essay	'William E. Gladstone'
	Ada M. Stutzman
	Music—College Orchestra
Essay	'Meteorology in America'
	Arthur R. Teeple
Oration	'Freedom of Thought'
	John L. Thomas
	Class Prophecy—Carolen E. Bateson
Essay	'Oliver Goldsmith'
	Mary Z. West
Oration	'The Vigil of Waterloo'
	Carlos G. Webster
	Music—College Orchestra

"The original date set by the faculty for the Junior Exhibition was March 17, but when the day came on which the orations were due, not one oration appeared, and after much petitioning on the part of the Juniors, the date of delivery was changed to April 21.

"April 21 came and all the Juniors except one appeared on the scene, though all had labored hard to contract some mortal disease or at least get a bad cold. Mr. Snyder was the only lucky mortal of the crowd, as his vocal organs were in such condition that he was excused from speaking. Mr. Simpson was not present, much to the mystification of the professor in charge. Mr. Simpson says he was out of town.

"Promptly at 7 o'clock the Juniors, all dressed in black, with bowed heads, marched slowly up the aisle and took their places in the front row. The first seven numbers passed off with promptness and regularity, but when Miss Lizzie Johnston was speaking the audience was seized with uncontrollable coughing. Several members of the faculty started on a tour of investigation and discovered on the stairs leading to the main floor a considerable amount of red pepper burning. The windows were thrown up and the excited audience were cooled down by the breezes which swept through the room. At this point a so-called 'official program' was passed through the audience. It was well gotten up and caused much merriment. At the end of 'Act III' crackers were providentially provided by the Junior class. This was a decided innovation and elicited much applause; everyone was greatly amused and no one more so than the two little 'darkies' that wore white gloves.

"The audience now settled resignedly in their chairs to listen to the remainder of the program, anticipating nothing more than the usual college and class yells at the close. But in this they were disappointed, for just as Mr. Webster was speaking the last sentence of his 'Vig'l of Waterloo' the orchestra struck up the Dead March and four black-robed figures came upon the stage

bearing a casket on which were inscribed the words 'Junior Exhibition.' The Juniors rose from their places, slowly and solemnly marched onto the stage and deposited in the casket their several productions. Dr. Cone gracefully fell in with their humor and gently laid his program in the casket and left the Juniors in possession of the stage. They sang a mournful dirge over the remains of the beloved (?) Exhibition, after which they were borne out on the campus and cremated, while the promiscuous class and college yells aroused the sleeping inhabitants many blocks distant."

ELOCUTION, PRIZE SPEAKING CONTESTS, DRAMATICS

The formal beginning of the department of elocution—since known by various names, and now called the department of speech—was in 1889, when a course was offered with the definite aim of "aiding in oratorical and dramatic work and in Ashton Contests." Work in elocution, however, had been given with more or less regularity since the fall of 1881. In 1891 the Ryder Professorship of Rhetoric and Oratory was established, with L. Alonzo Butterfield as the first incumbent. In 1895 this professorship was discontinued, but instruction in elocution went on, and has continued uninterruptedly to the present day.

Interest in literary interpretation by means of the spoken word has been greatly encouraged by the Ashton Prize Contests. These contests, begun in 1887, still flourish. They were made possible by the gift of Oliver C. Ashton of Bryan, Ohio, who gave three thousand dollars, the income from which was to go for "excellence in reading and recitation" as shown in an annual contest in each of the three upper classes. The rewards in each contest are a first prize of forty dollars and a second prize of twenty dollars. Until 1890 it was customary to hold all three contests during Commencement Week; at present the Senior Contest is held on Founder's Day, January 18, the Sophomore Contest in March, and the Junior Contest in June.

From the first there has been an active interest in dramatics at Buchtel. In the earlier years the literary societies frequently

presented plays, and if we are to judge from extant programs of these earlier performances, and comments in the college and city publications, some of the productions were of unusually high merit. In later years the work in dramatics has been fostered chiefly by the department of elocution, or speech. In the fall of 1915 several alumni, particularly interested in dramatic productions, organized an Alumni Dramatic Club which flourished for a year or two. The first play they produced was George Bernard Shaw's "How He Lied to Her Husband."

At the present time the Dramatic Study Club is one of the regular courses offered every year by the department of speech. The work of the course is conducted as regular class work, the student receiving definite credit as in any other course. One of the features every Commencement Week is the play given by the Club on the university campus. These outdoor plays have included: 1913, *As You Like It*; 1914, *Much Ado About Nothing*; 1915, *Ingomar*; 1916, scenes from several plays of Shakspere; 1917, *Pomander Walk*; 1918, three short plays—*The Unreasonable Being*, *Entr' Acte*, and *My Lord in Livery*; 1919, *Prunella*; 1920, *The Wooing of Lilinau*. The Club is striving to do its best in spite of being heavily handicapped by lack of auditorium, or stage, save that in Crouse Gymnasium.

MUSIC

From the opening of Buchtel College to the year 1911 Music was an integral part of the college curriculum. In the *Catalogue for the First Academic Year, 1872*, one of the four professors named is Miss Hattie Louden, Professor of Music. The following year Miss Louden's title is changed to Teacher in English, her position as Professor of Music being filled by Gustavus Sigel, with whom the work of the department seems to have begun. Professor Sigel's period of service exceeded in length that of any other incumbent, covering eighteen years,

1873-8 and 1885-98. Changes in the instructional force were frequent; the list includes thirty names, but with the exception of Professor Sigel only two of the number—Estelle F. Musson and Isabelle Kennedy—remained five years.

In 1911 the department was discontinued, this being in line with the policy then adopted of putting the emphasis upon the customary and legitimate work of a liberal arts college, and leaving instruction in music, art, and kindred subjects to other agencies. Since that date there has been little systematic and continuous work in music. For a time Professor Frank D. Sturtevant of the English department revived considerable interest by organizing and training an orchestra, which did very commendable work. There have also been several short-lived efforts to organize a male glee club, with but indifferent success. The coming year, however—1921—it is planned again to have a department of music. Mr. Francesco De Leone will be in charge. A course in the theory of music, two hours a week through the year, will be offered, and all students who elect the course must also take part in glee club or orchestra.

THE ORATORICAL ASSOCIATION

Somewhere in the mid '70's a branch of the Ohio Collegiate Oratorical Association was organized at Buchtel. At the first annual contest in 1877 there were seven contestants; Newton D. Chisnell won first place with his oration on "Contradictions in Nature," and John Risinger, who spoke on "Our Republic," took second honors. In 1878 the list of contestants included some of the best speakers in the College; H. W. Baird and A. A. Stearns took first and second places respectively. The following year, two of the six contestants—Katherine Kurt and Mollie Laughead—were the first women students to compete for oratorical honors at Buchtel. Neither took a coveted place, however, the winner of first place being W. H. Jones, and H. A. Kelley taking second.

At this time, and for several years thereafter, honors in the state contest were given for essays as well as orations. At the 1879 contest, Buchtel won her first state honors, Miss Kit McEbright's able essay on "William Cullen Bryant" taking first prize. In the fourth annual oratorical contest, in 1880, the winner of first place was Agnes Kuleman, I. C. Tomlinson taking second.

After 1880 interest in oratory lagged. Buchtel had no representative at the state contest again until 1886. In 1882 the local association disbanded. According to *The Buchtel Record* for February 18, 1882, a leading reason for giving up the local association was the plan, recently adopted by the literary societies, of holding inter-society contests in essays, orations, and declamations. It was felt that this new plan would secure better results, since all contestants in the inter-society contests must be selected by competition in their respective societies, and all subjects for orations were to be chosen by a committee of three faculty members, one being the professor of English literature.

In 1884 Buchtel requested readmission to the state association, which in the meantime had been reorganized under the name, The Ohio Inter-Collegiate Oratorical Association. The request was tabled for a year and then granted, and in 1886 the College was again represented in the state contest. It is not our purpose to name here all who represented Buchtel in the state contests during the twenty-three years that elapsed until the College withdrew from the State Association in 1909. The list, as nearly complete as it has been possible to make it, is given in the Appendix to this History. Buchtel's record was a good one. Several times she took third honors; twice she took second—Carl F. Henry in 1891, and Lee F. Lybarger in 1892. Her crowning glory in oratorical annals was the winning of first place by "Bob" Tucker in the state contest of 1890.

The victory of Mr. Tucker was so significant an event in the student life of Buchtel that it would be unpardonable to pass over it with a mere mention. Some account of that famous contest will fittingly close the present chapter of our History.

The Buchtelite for December, 1889, begins its report of the local contest as follows:

"It has come and gone. The long-looked-for annual feast is past. The last few weeks the oratorical contest has been the one topic of conversation in the corridors of Buchtel, and the past week has been pervaded with nothing but oratorical atmosphere. Orator and declaimer—Senior, Junior, and 'Freshie'—have been filling the air with oratorical vapor. Each contestant has been putting forth his most earnest efforts and calling on the muse of oratory to espouse his cause."

There were five contestants—V. R. Andrew, A. J. Rowley, W. B. Baldwin, Robert Tucker, and R. A. Myers. Mr. Tucker, a junior, twenty-four years of age, won first. He was an easy winner. He was marked first by every judge—the first occasion of such an occurrence in the history of the local association. Second place went to Mr. Andrew, whose subject was "The Motive Power of Tyranny." Mr. Rowley won third with his oration on "The Philosophy of Discontent."

The state contest that year was held at Wittenberg College, Springfield. The State Association included nine colleges: Oberlin, Ohio State, Ohio Wesleyan, Buchtel, Wooster, Denison, Wittenberg, Ohio University, and Marietta. All were represented in the contest. Ohio State was confident of winning first place. Her orator was a colored man, William Howard Clark, whose prowess on the platform seemed to be known to all. Up to the time of the beginning of the contest he remained the favorite, it being generally conceded he would be the winner. The hopes of the Buchtel delegation were still further dimmed by the fact that Tucker had the ill-luck to draw first position on the program. But Buchtel's orator was at his best; never had he appeared to better advantage. From the moment he finished speaking there seemed

little doubt of his being the winner, and when the decision of the judges was announced the general satisfaction of the entire audience was apparent.

The Wooster Voice said of Mr. Tucker's performance:

"Mr. Robert Tucker, the Buchtel phenomenon, presented the first oration, 'Democracy the Dominant Idea.' The gentleman is in appearance slender but well proportioned. His features are well formed, regular, and almost delicate. Stepping gracefully to the footlights, he spent fully a minute in leisurely surveying the audience, before he uttered a word. He began in an easy, conversational tone, and at the start interested and charmed his hearers. His clear, ringing voice, his faultless enunciation, and his easy and unconstrained gestures, at once marked him as the coming man. His thought was vigorous, and his diction both forcible and elegant."

When the telegram announcing Buchtel's victory reached Akron, the enthusiasm of the students knew no bounds. *The Buchtelite* for February 22, 1890—a special number issued in honor of the great event—says:

"When the news was announced to the expectant crowd on the first floor of the East Hall, the whole building rang with the college yell and college yelling. The ladies on the west end joined in, and then the old bell rang out on the cold night air and a bonfire was started. After these 'preliminaries' an immense crowd of boys set out with horns and drums for John R. Buchtel's, F. Schumacher's, and Joy Pendleton's residences where the good news was announced. From there they proceeded downtown, 'making night hideous,' from whence they returned to the college and after firing of guns retired to peaceful repose (?).

"It was the greatest night in the history of the college."

No athletic hero ever had a more royal reception than awaited "Bob" on his return. Again we quote from *The Buchtelite*:

"Mr. Tucker had been notified that he would be fittingly received this (Saturday) morning, and when the train from the South pulled in with Buchtel's delegation, a crowd of Buchtel College students with the 8th Regiment band and a carriage drawn by four white horses, awaited them, all of which had been previously arranged by the committees. A line was immediately formed with the carriage preceded by the band. Banners had been prepared and were displayed. One represented the State of Ohio with the inscription, 'What we Got'; another portrayed the earth and bore the words, 'What we Want.' The proces-

sion marched down Mill to Howard and around by East Market to Hon. John R. Buchtel's residence, where the College yell was given and inspiring music rendered in behalf of Mr. Buchtel. From thence they proceeded to the College, where, in one of the large halls, an address of welcome was delivered by the president of the college, Dr. O. Cone. Mr. Tucker responded in his usual pleasing manner. Remarks followed by one of the delegates who told how 'Bob' won the contest and then Mr. Lybarger, '92, one of Mr. Tucker's nearest friends, made a very fitting speech in behalf of Mr. T.'s friends and others. For this evening a grand reception in the parlors of the College has been arranged to be given, when a most sociable and interesting time is anticipated."

The inter-state contest was held at Lincoln, Nebraska. It was the hope of Mr. Tucker's friends that he would repeat in the inter-state his splendid success in the state contest, and come back with first honors. This he was not able to do. But among the nine contestants he took third place, and any disappointment his admirers may have felt was modified by the news that he would have taken first had it not been for the eccentric marking of one judge who gave him sixth.

ROBERT TUCKER

(*The following was composed by some of Buchtel's enthusiasts expressly for the Glee Club to sing at the Ladies' reception to Robert Tucker, '91, who, on February 20, 1890, won first place in the State Oratorical Contest, with Ohio State second and Wooster third. Reproduced from The Buchtelite of March, 1890.*)

Air: Solomon Levi

There is a boy among us—Robert Tucker is his name—
He's proved himself an orator, and brought the College fame;
Now listen while we tell to you the story good and true,
How he brought to us such honor, and to the gold and blue.

CHORUS

Hurrah for Robert Tucker! Robert Tucker, "Bob"!
Three cheers for Robert Tucker, tra la la, etc.
His name is Robert Tucker, and he's one of the Buchtel boys,
For him we'll give a zip, boom, ba! Oh, don't you hear the noise?
He beat the other colleges, and carried off the prize;
He's an honor to old Buchtel, and we'll laud him to the skies.

He entered Buchtel's contest, and he stood up firm and bold;
And in a simple, quiet way, his thoughts to us he told,
How people would have freedom. By examples far and near
He proved the right of "Democracy, the Dominant Idea."

"Democracy, the Dominant Idea," is the oration that stood first;
The boy of pluck will go in and win, let Fortune do her worst.
We'll show Ohio, and all the world, that in old Buchtel's name
We all know how to treat the boys that bring old Buchtel fame.

CHAPTER XV

COLLEGE JOURNALISM

THEN years had elapsed after the opening of Buchtel before the need for a college paper was strongly enough defined to take form in the issue of *The Buchtel Record*, the first student journal in the history of the institution. Its foundation was due to the efforts of Alonzo E. Hyre, '84, who, during his sophomore year, became editor-in-chief of the new publication. In a letter published subsequently in *The Buchtelite* of 1889 the founder of *The Buchtel Record* attributes the original suggestion of a college paper to Colonel Carson Lake, a journalist of New York City, and a former student at Buchtel. Concerning his venture Mr. Hyre says:

"Previous to the first issue of *The Buchtel Record*, January 18, 1882, the student body, alumni, and friends of the College obtained their news of college activities through the daily and weekly press as well as the denominational papers of the Universalist Church. The humor of college life, as well as the literary 'gems' which are sometimes sprinkled along the highway of the sophomore, found its expression in 'bogus' programs, and in the weekly paper read in the literary societies of Cary, Bryant, and Everett. Of course, the college annual bubbled over with student wit and humor, but it was a long time between laughs. *The Argo*, published by the class of 1880, was the first annual, the next being *The Buchtel*, by the class of 1882.

"About this time college monthly publications were becoming more numerous in Ohio and the western states, and the writer recognized the time-honored 'long-felt want' at Buchtel. The faculty was consulted and consented, but would assume no financial risk. A staff was selected, made up of a representative from each fraternity and each literary society. Advertising was solicited, and Uncle John R. Buchtel was appealed to for help. He backed the enterprise for one-half the printer's bill and Paul E. Werner became responsible for the typographical output. The alumni responded gladly with their dollars and the student body gave liberal support. An exchange list with the leading college journals was established and Buchtel College was on the journalistic map.

"This enterprise was privately owned and financially successful, the writer selling it to E. J. Felt in the spring of 1883. Felt continued its publication until it was bought from him and placed in the hands of the student body and the name changed to *The Buchtelite*."

The first issue of *The Buchtel Record* appeared as a twelve-page magazine, and its historical importance warrants a description of its contents. Bound in a white cover and bearing on its first page a wood cut of the old college building, its typographical excellence was due to the efforts of the printing shop of Mr. P. E. Werner. In order to eke out the cost of production, half of which had been guaranteed by Mr. Buchtel, advertisements were solicited from local merchants and from various booksellers and manufacturers of school supplies in other cities. Four pages of such material evidently sufficed to solve the financial problem. Among the Akron advertisers in this and later issues appear such familiar names as Remington, the jeweler; Wise and Haynes, grocers; Herrick and Cannon, chinaware; The Black Bear Hat Store; Hoffman and Moss, tailors; Wolf and Church, dry goods, etc., etc.

Of much greater importance than such mere externals was the *Record* itself, whose aims and purposes may be conjectured from the following table of contents:

Founder's Day (Poem)	Susie E. Chamberlain
The Day We Celebrate	
Home Forces	Mollie Laughead
Planetary Points	
Respiration in Singing	A. H. Kimball
Copious Comets	
Literary Societies	
Salutatory	The Editor
The Faculty's Endorsement	
Fratern'ty Facts	
Local Lacon'cs	
Musical Matters	
Phunny Phacts	
College Chips	

The appearance of the first issue of *The Buchtel Record* was coincident with the first celebration of Founder's Day, and the leading articles are devoted to the discussion of this observance which has since become Buchtel's oldest and most revered tradition. It is interesting to note that forty years later, on January 18, 1918, Mr. A. E. Hyre, first editor of *The Buchtel Record*, was the chief speaker at the Founder's Day celebration, at which appeared the special fortieth anniversary edition of *The Buchtelite*, successor of *The Buchtel Record*.

Associated with Mr. Hyre on the staff of the *Record* were the following representatives of college interests of that day:

Susie Chamberlain	Cary Society
Carrie Hawk	Delta Gamma
Lillie Moore	Kappa Kappa Gamma
J. A. Motz	Delta Tau Delta
Frank O. Payne	Phi Delta Theta
Dean Tivy	Bryant Society
J. G. Koon	Everett Society

Evidently, however, the main burden of publication devolved upon the editor-in-chief, from whose pen we read this editorial as a "Salutatory":

"With this, its first number, *The Buchtel Record* makes its bow to the public. We do not propose to indulge in any long salutatory setting forth the great advantages of a college journal, and confessing our own inability in the capacity of editor. This abject apologizing is too often the case. We propose to have a trial first before we have our friends condemn us, or censure ourselves. That the College ought to have a journal has long been the cry, but until the present time we believe no effort has ever been made to establish one; be that as it may, you have the first number of *The Buchtel Record* before you, an established fact, and it is now for you to lend it your hearty aid and support. The object of the publication will be to further the interests of our growing institution; to afford to the students an opportunity for literary work; to furnish to all friends, alumni, and former students, in a condensed yet an interesting form, all doings of the College and all its interests. *The Buchtel Record* is the students' paper and will endeavor to fairly represent all. To further this end, associate-editors have been chosen from the different fraternities and literary societies, who will each month furnish notes

from their several departments. Our heartfelt thanks are due the Faculty for their cordial co-operation in the enterprise; and again, as in all other enterprises, our thanks are due to our 'Founder,' Hon. John R. Buchtel, for liberal financial support. Although *The Buchtel Record* now rests upon a very fair financial basis, contributions will be accepted with thanks. Remember this is our first year and if we safely stem the tide for this one year, there is no doubt but that the journal will have a permanent existence.

"The publication day of the paper will be about the 15th of each month, and all matter intended for publication should be in the hands of the editor by the 5th of each month. Ten copies will comprise a year's subscription.

"With an earnest appeal for the generous patronage of all friends of the College, we bid our readers *au revoir* for the month."

The "Faculty's Endorsement," which follows, while evidently not entirely without mental reservation, shows at least a willingness to co-operate:

"To Whom It May Concern:

"The ladies and gentlemen, who are named as editorial contributors for *The Buchtel Record*, are students in good standing in their respective classes, and together with Miss Susie Chamberlain, a graduate, represent fairly the literary work of Buchtel College. We cordially commend them and their enterprise to the friends of the institution.

"(Signed) O. Cone
Elias Fraunfelter
Carl F. Kolbe
Maria Parsons
A. B. Tinker"

In spite of this amicable beginning, misunderstandings and differences of opinion seem to have arisen. In the issue for June, 1883, when the *Record* was turned over to its new editor, E. J. Felt, '87, the retiring management complains editorially, in the bitterest of terms, of a "muzzled press" and of tyrannical repression on the part of the faculty. Under the management of Mr. Felt, these difficulties of free speech and criticisms do not seem to have diminished, and finally, in December, 1884, the paper* was "sold to the faculty," as Mr. Felt expresses it in a letter written several years later

*The last issue of *The Buchtel Record* on file in Bierce Library is that for November, 1884.

and published in the first issue of *The Buchtelite*. From this time until the spring of 1889, Buchtel College was without a student journal.

A new student generation was responsible for the founding of *The Buchtelite*. Doubtless W. B. Baldwin, '91, its business manager, and Ed. F. Cone, '89, its editor-in-chief, deserve the real credit. In April, 1889, *The Buchtelite* made its bow to the academic public, and in an editorial (from which the following quotations are taken), outlined its policy:

"The needs of Buchtel College for a college journal have at last been met, and we take pleasure in presenting to its students and friends the first number of *The Buchtelite*. For several years past there has seemed to be something lacking in the life of our College. Frequent demands have been made and wishes expressed for a paper. The unfortunate termination some six years ago of *The Buchtel Record* and the disagreements attendant thereon seemed to have paralyzed the journalistic spirit of the College. Several attempts were made to renew the publication of a journal, but all were unsuccessful. Apparently it was necessary that a new generation of students should appear, who should feel the need of such a paper more intensely and proceed with new life to establish one. Such, we think, has been the case. The gradual increase in the attendance within the last four years; the munificent donations and extended improvements in buildings, equipments and curriculum; the notable events, both literary and social; and the development of a new spirit, have daily demanded for their expression something more than the common method of conversation. Buchtel's alumni have now reached quite a large number, for a young college; but its students and professors have been compelled to await the annual Commencement to learn of their old friends and classmates. Also the alumni have been ignorant of many important facts relating to their Alma Mater. Upon the alumni depends to a great extent the future of a college. It must have their support and co-operation. Such needs and conditions can be met and fulfilled by a college journal conducted in the right spirit. Attempting to manifest this spirit, it will be our aim to bring *The Buchtelite* into the front rank of college monthlies.

"Quickened by this new spirit and recognizing these needs, several of Buchtel's students have met, consulted, and planned, and the result is *The Buchtelite*, which the editors hope to make a welcome guest to all. The success of the movement is due principally to Mr. Wm. B. Baldwin, who has shown considerable interest in the enterprise, and who has taken upon himself the

business management for the first year. His former success in this line augurs well for this department of the paper. For the enlightenment of those interested, we give a short account of the origin and management of the journal. A statement of conditions for the establishment of a college paper was submitted to the faculty for their consideration. The principal feature of these was the request that the College donate an office for the paper and also aid the same by contributing an advertisement. This the College has done, and has neatly repaired a commodious room on the first floor of East Hall for our use, for which the students wish to express their sincere thanks. The Faculty reserved the confirmation of the editor-in-chief. These preliminary conditions having been arranged, the Faculty adopted the plans as proposed, the substance of which is as follows: The journal is published by the fraternities and the non-fraternity students of the College, each electing one editor, to hold office for one year. These constitute the Board of Editors, who elect from their own number the editor-in-chief. Codes of rules govern the relations between the editors and the business manager. To students of colleges where fraternity spirit runs high, this plan may seem strange, and very likely we shall hear doubts expressed as to our future success. In many institutions relations between fraternity and non-fraternity students are not of the most pleasant nature to be desired; harmony does not reign. And harmony, all college editors will testify, is a great help to a paper. But at Buchtel, we can say, good feeling prevails, and all relations between fraternity and non-fraternity students are of a most friendly nature. By the students of Buchtel College who have been here for some years, this plan is considered the one which is best adapted to successfully and harmoniously meet the needs of the College. Planted upon this basis, we hope to make the paper of such a nature that it will merit the approval and support of all, and especially of our alumni."

The Buchtelite was now firmly established as a monthly publication. But with the issue of March, 1890, the original board of editors retired and were succeeded by a reorganized staff under the leadership of W. B. Baldwin, '91, as editor-in-chief, and W. W. Howe, '91, as business manager, and the policy of publication twice a month was inaugurated. It is worthy of note that in these years the *Buchtelite's* official year ended in April; hence Volume III, under the direction of James E. Cole, '92, as editor, and J. H. Simpson, '94, as manager, was inaugurated with the issue for April 20, 1891.

In the following year *The Buchtelite* became a weekly, and remained so until 1898, when it again became a bi-weekly. The shape was changed from the old magazine form to small newspaper size, and the pages were reduced to four in number.

The following students served in the direction of the new "weekly newspaper":

	Editor	Business Manager
1892-93	J. H. Simpson, '94	B. D. Myers, '93
1893-94	H. L. Snyder, '94	F. F. Steigmeyer, '96
		E. W. Martin, '96
		J. H. Simpson, '94
1894-95	Marc T. Inman, '95 W. A. Putt, '95	H. W. Kennedy, '95
1895-96	Eben Mumford, '96	G. C. Jackson, '98
1896-97	A. C. Johnson, '97 Elmie Warner, '97	C. O. Rundell, '98
1897-98	H. S. Mallory, '00	G. H. Brown, '00
	<i>(Buchtelite changed to a bi-weekly)</i>	
1898-99	E. M. Robinson, '01	E. M. Robinson, '01
1899-00	E. M. Robinson, '01	E. M. Robinson, '01
1900-01	F. B. Huddleston, '01	M. J. Orin, '01
1901-02	C. C. Carlton, '04	L. A. Mihills, '04
1902-03	C. C. Carlton, '04	L. A. Mihills, '04
1903-04	C. C. Carlton, '04	M. A. Knight, '06
	<i>(Buchtelite changed to a monthly)</i>	
1904-05	Lucretia Hemington, '06	M. A. Knight, '06
1905-06	C. F. Connor, '06	F. S. Goehring, '08
1906-07	C. L. Bulger, '08	F. S. Goehring, '08
1907-08	C. L. Diers, '11	{F. C. Schnee, '08 C. M. Myers, '08
1908-09	C. M. Myers, '08	{C. M. Myers, '08 J. Cruickshank, '11
1909-10	C. C. McNeil, '09	J. McAllister, '12
	Walker S. Buel, '11	
1910-11	R. Ginther, '12	F. O. McMillen, '11 E. Grafton, '11 J. Geer, '12
1911-12	R. Ginther, '12	K. D. Smith, '13
1912-13	Ruth H. Priest, '13	K. D. Smith, '13
1913-14	H. Ellis, '15	E. Caswell, '14
	<i>(Buchtelite changed to a bi-weekly)</i>	
1914-15	R. W. Johnson, '16	P. Crawford, '16
1915-16	K. H. Grismer, '16	P. Crawford, '16
1916-17	V. D. Lidyard, '18	A. Fish, '18
1917-18	V. D. Lidyard, '18	J. C. Osborn, '19
1918-19	Louise Taylor, '19	Nora Wilson, '21

(*Buchtelite* changed to a weekly)

	Editor	Business Manager
1919-20	R. Christy, '20	Herman Werner, '20
	A. J. Brewster, '22	

It is interesting to record the fact that several *Buchtelite* editors, in later years, became newspaper men by profession, and a few have gained more than purely local prominence. E. F. Cone, '89, is assistant-editor of *The Iron Age*, New York, a trade publication. W. B. Baldwin, '91, is editor of the Medina (Ohio) *Gazette*. A. C. Johnson, '97, is managing editor of *The Columbus Despatch*. Mrs. H. S. Mallory (Elmie Warner, '97) was for a number of years in newspaper work, and Doctor H. S. Mallory is the author of several books. Walker S. Buel, '11, is Washington correspondent of *The Cleveland Plain Dealer*. K. H. Grismer, '16, is engaged in industrial publicity work in Akron, as is also V. D. Lidyard, '18. Several others have been in active newspaper service for longer or shorter periods. In the entire period only four women have acted as editor, and only one as business manager.

During its whole existence *The Buchtelite* (or *Record*) has been a typical student paper, with all the virtues and defects which that term implies. Its literary qualities have varied with different managements, as is only natural. The usual tales of student happenings—pranks, athletic victories and defeats, differences with the faculty, college politics, etc.—are spread forth in its columns. All in all, it furnishes an excellent source of historical material, and is of surpassing interest to the alumnus as a current review of Buchtel life from the student viewpoint. The files in Bierce Library are nearly complete for the earlier years, but many numbers are missing during the period of the College's greatest stress, i. e., immediately before and for some years after the great fire of '99. A continuous effort is being made to secure from alumni and former students complete files of *The Buchtelite* from 1898 to 1904.

An integral part of Buchtel's college journalism is to be

found in the year-books published at irregular intervals by various classes. The credit of publishing the first annual of Buchtel College, *The Argo*, belongs to the class of '80. Indeed, *The Argo* is the first Buchtel student publication of any sort whatsoever. Its editor-in-chief was Charles B. Wright, its business manager I. C. Tomlinson, and its treasurer F. W. Koon. The editorial corps included in addition, J. H. Aydelotte, J. A. Guthrie, V. E. Tomlinson, and H. T. Willson—" . . . the few, the immortal names, that were not born to die"—as this same editorial staff modestly informs us at the head of the roster on the title-page. And indeed these literary pioneers of Buchtel were truly glorious in the novelty and magnitude of their undertaking, and in the honor which has since become theirs of founding a literary tradition. The keynote of *The Argo* is struck in the dedicatory verses:

"Publications oft remind us
We can also publicate,
And departing, leave behind us
Proofs of wisdom grand and great.
Therefore we have launched *The Argo*;
'Tis a staunch and gallant ship,
And we hope you'll like the cargo,
Of our first and trial trip."

Two years later the class of '82, in its senior year, published *The Buchtel*, a name which was retained for all the college annuals until the class of 1911 issued its *Telbuch* and thereby established a new designation which has been used up to the present time. It is a far cry from the modest annuals of the earlier years to the pretentious three-hundred-page volumes of the present day. Yet the publications of the eighties and nineties reflect no less care and effort, and perhaps bear the deeper mark of a humanistic and literary training gradually growing more and more remote in the scientific tendencies of today. A long interval, during which no annual was published, lies between the Buchtels of '94 and '08. Since the latter date, volumes have been issued nearly every year, and

these supplement well *The Buchtelite* as a source of Buchtel history. An outline of the annuals and their publishers follows:

Name and Year of Publication	Class Publishing	Editor	Business Manager
<i>Argo</i> 1880	'80	C. B. Wright	I. C. Tomlinson
<i>Buchtel</i> 1882	'82	J. A. Motz	M. E. Bourne
		Mollie Laughead	O. C. Herrick
		Carrie Hawk	Carlos de Assumpcao
<i>Buchtel</i> 1886	'87	F. H. Stuart	A. W. Maynes
<i>Buchtel</i> 1888	'89	W. A. Holcomb	J. R. Keller
<i>Buchtel</i> 1892	'93	L. R. C. Eberhard	J. H. Simpson
<i>Buchtel</i> 1893	'94	Anonymous	Anonymous
<i>Buchtel</i> 1908	'08	L. L. King	F. S. Goehring
<i>Telbuch</i> 1911	'11	Lois Babb	A. E. Hardgrove
<i>Telbuch</i> 1912	'13	May Rinehart	J. Emmet
<i>Telbuch</i> 1913	'14	Nelia Curtice	J. L. Hunter
<i>Telbuch</i> 1914	'15	J. Thomas	A. L. Phelps
<i>Telbuch</i> 1915	'16	Louise Mignin	W. B. Smith
<i>Telbuch</i> 1916	'17	Dorothy Quinlan	R. A. Mertz
<i>Telbuch</i> 1917	'18	Marguerite Place	C. L. Swinehart
<i>Telbuch</i> 1918	'19	Louise Taylor	R. Christy
<i>Telbuch</i> 1919	'20	Jeannette Williams	W. Butler
<i>Telbuch</i> 1920	'21	R. C. Sutton	A. W. Deans

Any record of journalistic activity at Buchtel would be incomplete without mention of *The Alumni Quarterly*. After the transfer of Buchtel College to the city of Akron, the need seemed especially strong for an organ which should represent alumni interests and bind the old institution to the new. Accordingly, during the summer of 1914 there appeared the first number of *The Alumni Quarterly*, published by the Buchtel College Alumni Association. Its purpose was outlined in a leading article:

"The present issue of *The Alumni Quarterly* marks an epoch in the history of the College and of the Alumni Association. For the first time in its history, the Association has an independent organ of its own, whose purpose is first of all to keep both graduates and former students in touch with their Alma Mater and with each other. The need for such a publication has long been felt. For too many years those men and women who went forth from Old Buchtel have, at graduation, felt that the bonds between themselves and the College were definitely broken, or at

least loosened to such an extent as to make the relation purely a nominal one. The fault has lain part'y with the College itself and part'y with the Alumni Association. The former has perhaps been negligent in encouraging that organization which is necessary to sustain alumni loyalty. The Association itself has led a haphazard existence, supported by the dues and presence of not more than a quarter of the total number of graduates, and neglecting almost entirely the large body of non-graduate former students, whose loyalty has often surpassed that of the alumni themselves. It is a little known fact that membership in the Alumni Association is open to graduates and non-graduates alike, the only requirement being the payment of the annual dues of one dollar.

"Organization of the interests of alumni and former students is the object of this paper, which will, in the future, appear quarterly, with special issues as required. Its publication has been made possible by the co-operation of the Directors of the University, and for the coming year its interests will be in charge of Mrs. H. E. Simmons, '06, as Editor-in-chief, assisted by Dr. E. B. Foltz, '96; Mrs. C. C. McNeil, '10; K. D. Smith, '13, and the undersigned. The material will consist firstly of news of the College—not student news, but rather of those developments in policy, changes in faculty, etc., which will be of interest to alumni; secondly, of news of the alumni and former students themselves. For each of the 41 classes one member will act as permanent class secretary. It will be the duty of these secretaries to keep in touch with members of their various classes and gather class news for *The Alumni Quarterly*. Thus the success of the undertaking will lie largely with the alumni themselves. Everyone must do his full duty. Only by combined effort can the Alumni Association be awakened from its long slumber into an active body. Especial organizing work should be done by class secretaries among the non-graduates of the various classes. The College hopes that the coming year may mark much success in our combined efforts, and that the Commencement of 1915 will bring together the largest alumni gathering in our history.

"(Signed) Parke R. Kolbe, '01."

Since the date of its first publication, *The Alumni Quarterly* has won a definite place in the life of the College and the alumni body. The faithful services of Mrs. H. E. Simmons (Agnes Whiton, '06) as editor-in-chief, and of K. D. Smith, '13, and H. E. Simmons, '08, as business managers, have been mainly responsible for the success of the venture. While not a student publication, the *Quarterly* provides another source

of college history which is all the more important since it is written from the alumni standpoint. May its tradition become as firmly established as have those which have maintained the other college publications for the past forty years!

MEMORIES

Written by Clementine M. Glock, '16

When all our college days are o'er,
And student joys we feel no more,
When we have time to sit and dream,
The bygone memories happy seem.
We think of every moment past,
Until we find ourselves at last
In memory's flight borne on wings so very light,
And we're back again at old U. of A.

First come our aimless Freshman ways,
And then our studious Sophomore days,
The Junior year the best one yet,
And then the Senior with regret.
Each one can readily recall
That Gold and Blue had outshone all.
Tears dim our eyes at the thoughts we've learned to prize;
Hearts with rapture thrill for our U. of A.

CHAPTER XVI

FRATERNITIES AND SORORITIES

AHISTORY of Buchtel College would be incomplete without a brief history of fraternities in general and of those particular fraternities which have lived for a long or short period of time on the campus.

Fraternities are student organizations, secret or otherwise, the members united by a common bond of friendship and a desire for mutual helpfulness. In the early days of the fraternities only seniors were admitted to membership, but the fraternities grew more and more lenient until now anyone pursuing a course either undergraduate or post-graduate is eligible. Fraternities are either local or national; some of the nationals have as many as one hundred chapters or branches in as many colleges or universities of the United States and Canada. Their names are usually composed of two or three Greek letters, commonly representing a motto.

Phi Beta Kappa (now a purely honorary fraternity for both men and women), the first American secret society for men bearing a Greek letter name, was founded at the College of William and Mary at Williamsburg, Virginia, in 1776. In December, 1779, Phi Beta Kappa authorized the establishment of chapters at Yale and Harvard. It was the only organization with more than one chapter and bearing a Greek letter name until 1825, when Kappa Alpha was organized. Between 1825 and 1850 fourteen men's fraternities were founded at northern colleges, among them Phi Delta Theta at Miami in 1848. The period from 1850 to the Civil War saw the birth of six more—four in the North and two in the South; Delta Tau Delta at Bethany, 1859, was among this number. Six more were established before 1900. In 1920

fifty-four national fraternities belonged to the Inter-Fraternity Conference.

The first women's Greek letter fraternity was not founded until almost a hundred years later than the first men's, when Kappa Alpha Theta came into existence at De Pauw University in January, 1870, followed in October of the same year by Kappa Kappa Gamma at Monmouth, Illinois. Third in line was Delta Gamma at Oxford, Mississippi, in 1872. Secret societies for women had been formed as early as 1851, but they did not bear Greek names nor did they have a continuous existence. The Philomathean Society, established in 1852 at Wesleyan College, Macon, Georgia, became Phi Mu and a national in 1904, but was suspended for a few years during the Civil War owing to the closing of the college. Of the nine women's societies established prior to 1880 and in existence at the time of this writing, only four, I. C. Sorosis, Kappa Alpha Theta, Kappa Kappa Gamma, and Delta Gamma, were anything more than local organizations at that date, but the establishment of sixty-three chapters during the next ten years, sixty during the years between 1890 and 1900, and over three hundred since 1900, and the organization of thirteen other national fraternities, bear witness to the growth of the fraternity movement.

Since 1873, when the first fraternity was established at Buchtel, three women's and five men's fraternities have played their great or small part in the sorrows and joys, pains and pleasures, of the student life. The women's fraternities are Kappa Kappa Gamma, Delta Gamma, and Phi Mu; the men's fraternities are Delta Tau Delta, Phi Delta Theta, Lone Star, Zeta Alpha Epsilon, and Lambda Chi Alpha. All are active in the University today except Delta Tau Delta and Phi Delta Theta.

KAPPA KAPPA GAMMA

Lambda Chapter of Kappa Kappa Gamma, the oldest women's fraternity at Buchtel, began its existence only a few years after the founding of the College. In fact, 1870 is a red-letter day for both the national organization of Kappa Kappa Gamma and Buchtel College. Both are celebrating the fiftieth anniversaries of their founding in 1920.

In 1877, Mr. Gus Guthrie, a Buchtel student, interested some Indiana Kappas of De Pauw and Indiana State University in a small group of Buchtel girls. As a result of their exchange of letters, Lambda chapter of K. K. G. was founded at Buchtel with Lizzie U. Slade, Harriet E. Pardee, and Mary B. Jewett as charter members. At first the girls met secretly in the room of one of the members. Soon its existence became known, new members were initiated, and the meetings were held in Room 54 of Buchtel Hall. At that time, the Cary Literary Society held its meetings in a large room called Cary Hall on the fourth floor of the college building. About 1883, the Kappas began holding their meetings in Cary Hall, and continued to call that their home until the fire in 1899.

Lambda girls can recall many happy hours spent in Cary Hall. Here they enjoyed many spreads, initiations, and dances. When they had a study hour, they went there to prepare lessons. They took pleasure in decorating and furnishing it. One great disaster occurred here, which the girls in the chapter of 1890 will never forget. On one of the social evenings the girls wore high hats trimmed with cotton. One of these caught fire from a gas jet, and soon five of the girls were in flames. May Steves and Lula Steigmeyer died that night, and Addie Buchtel, Eva Dean, Diantha Haynes, Arolia Wyrick, Mertie Barker, and Mary Baker suffered a long time as a result of their burns.

When the main college building burned in December, 1899, Lambda was without a home and without furnishings for one except for a few articles saved from the fire, and for several years wandered from place to place. For a year the girls met at the home of Mrs. S. W. Parshall, a charter member. The next year, they met with another charter member, Mrs. E. F. Voris. Later they found a chapter room with Mrs. Miller on Carroll Street. When Curtis Cottage was built, the Kappas were given two rooms in Curtis Cottage in return for their assistance in raising money for the building.

Lambda girls have always taken an active part in college activities. Scarcely an Ashton Prize Speaking contest has taken place in which a Kappa has not taken part, often victoriously. In scholarship, the Kappas have stood high. Many of them have won the Alumni Scholarship prize. The chapter as a whole has often headed the list in scholarship. In the social life the girls have been prominent not only in the chapter's social affairs but in college affairs.

Every chapter of a fraternity is pleased and honored to have a representative on the Grand Council, or national governing body of its organization. Lambda has been especially favored in this respect. From 1884 to 1886 Belle Slade was Grand Marshal. From 1886 to 1888 Mary Krenzke was Grand Secretary. Not until 1900 did Lambda have another member on the Grand Council, when Elmie Warner was elected Grand Registrar. She served in this capacity two terms, and as Grand President from 1904 to 1906. Elizabeth Voris was Grand Treasurer from 1906 to 1908, and editor of *The Key*, the fraternity magazine, from 1905 to 1907. With the exception of two years when she was business manager of *The Key*, Lydia Voris Kolbe has been on the Grand Council uninterruptedly since 1908. Three times she was Grand Treasurer, and in 1916 and again in 1918 she was elected Grand President. Lambda is proud of her

members who have carried their enthusiasm into the highest offices the fraternity can offer.

In 1886 Lambda Chapter entertained the National Convention of K. K. G. in Akron. The Kappa alumnae, the other fraternities, and the College helped to make this a success. The Phi Delta Thetas gave their rooms in the Arcade Building on Howard Street for the meetings. All went well, and an enthusiastic convention was held.

Lambda Chapter has been fortunate in having many of her alumnae reside in Akron and vicinity. Although the alumnae have never affiliated with the national alumnae association, they have had a local organization which has been keenly interested in the local chapter. Their meetings have varied in number from year to year. Sometimes they have met as often as once a month. Always two occasions have been largely attended by the alumnae—initiation and the annual anniversary banquet in June.

Through good and bad times Lambda has prospered. By this present year, 1920, Buchtel's fiftieth birthday, two hundred and fifty Kappas have been enrolled on her records. Many of them can not be present to celebrate, but all wish Old Buchtel, in her new garb as University of Akron, a happy and prosperous future. May her loyal supporters in the next fifty years increase a hundred fold!

DELTA GAMMA

The idea of a Delta Gamma chapter first came to a group of Buchtel girls in the fall of 1878 through Phi Delta Theta friends who had met Delta Gammas and Phi Delta Thetas from Franklin College, Indiana. As a result of the correspondence which followed, a charter of Delta Gamma was granted on March 15, 1879, to Alice Cook (Mrs. F. G. Paul), Mollie Aughead (Mrs. W. H. Jones), Carrie Hawk (Mrs. Arthur Wolcott), Agnes Kuleman, and Katherine

Kurt. Of these charter members the last two have passed into Chapter Grand.

At first a small room in the old college hall was furnished for a fraternity room, but the chapter eventually outgrew this and moved into more spacious quarters on the fifth floor.

From the scrapbook of Carrie Hawk Wolcott there are glimpses of the college and fraternity life of these early Delta Gamma days. Especially interesting are the clippings from the Akron *Beacon* of 1881 which tell of the journey which Fannie T. Mulliken, Carrie B. Hawk, and Mollie Laughead took to Oxford, Mississippi, to attend the First National Convention of Delta Gamma, May 25-27, 1881. The trip was made possible for these girls through the generosity of Mr. J. B. Mulliken of Detroit, who took them South in his private car. Only two of Delta Gamma's five chapters attended this first convention, as railroad journeys were not so common in those days and distances were great. One can imagine the thrills these three Buchtel girls enjoyed as they travelled South to the luncheons, drives, banquets, and receptions of which the scrapbook relates. They have the distinction of having been the presiding officers at Delta Gamma's first convention.

Buchtel Delta Gammas were hostesses at the Second National Convention, which was held in Akron, May 24-26, 1883, on which occasion Phi Delta Theta very generously gave its hall for the meetings. The Convention banquet was held at the home of Jessie Tibbals. Again, in 1893, Eta of Delta Gamma entertained the Eighth National Convention, at which time the sessions were held in the Universalist Church parlors on May 11 and 12. Buchtel Hotel was the scene of this Convention banquet. The Grand Council of Delta Gamma held its annual Council Session in the fraternity rooms in Curtis Cottage on May 24-28, 1910.

At the Convention of 1883 it was decided to publish a journal to be called *The Anchora*, to be published in Akron

under the auspices of Eta Chapter. It continued to be published here until the third volume in 1887. Mary E. Thompson (Mrs. R. H. Stevens) was elected editor-in-chief of the first Delta Gamma *Anchora*, which made its appearance in the Greek world in April, 1884. Mary Sibley (Mrs. C. G. Markley) acted as her assistant. In January, 1885, Abby C. Soule (Mrs. F. A. Schumacher) became editor and held that office until her graduation, when Bessie Kingsbury succeeded her. Kittie Walker (Mrs. J. W. Knapp) was business manager for Abby Soule, and Mary Sibley and Minnie Wright (Mrs. J. H. Aydelotte) were assistants during Bessie Kingsbury's editorship, which continued until June, 1887.

From her beginning it has been Eta's custom to observe March 15, the anniversary of the granting of her charter, as a Reunion Day. The celebration of this day has been one of the unbroken customs and traditions of Delta Gamma. Eta Chapter is now the oldest living Chapter of Delta Gamma, and is proud of her part in the building and strengthening of the national organization of the fraternity.

When old Buchtel Hall was destroyed by fire, Eta lost all her early records and archives with the exception of her charter. After the fire a large room on the third floor of a private house served as a fraternity home for five years until the completion of Curtis Cottage, when Delta Gamma became the possessor of the suite of rooms in the east end of the third floor. On Founder's Day in January, 1905, Delta Gamma kept open house and formally opened her new home.

The first alumnae association of Akron Delta Gammas was formed in 1888. It remained a loosely organized association until 1908, when a charter was granted for an alumnae chapter—to be known as Eta Upsilon—which carried with it the powers and privileges in convention of an active collegiate chapter.

Two hundred and nineteen Buchtel and Municipal University of Akron girls have been initiated into Delta Gamma, of which number eighty-three have received degrees.

The greater number of Delta Gamma alumnae who have done professional work have engaged in teaching. Other girls have gone into secretarial work, and still others into the field of literary work or social service. The medical profession and nursing have been the life work of several. A large majority of the alumnae are married and are now mothers and homemakers.

PHI MU
(FORMERLY THETA SIGMA CHI)

September, 1906, found Buchtel College with a larger enrollment of freshman girls than ever before and with two women's fraternities, Kappa Kappa Gamma and Delta Gamma, which had been established since the beginning of time and had naturally grown rather staid and ultra-conservative. When they had rushed and pledged eight or ten girls that fall, a large number were left who found that to those outside the pale the College offered practically no social life with the exception of the college dances. Quickly a club called "The Mob" sprang into life to fill that lack, and for a time it proved a great success, nearly all the non-fraternity girls in the College becoming members. Gradually, however, a few of this number found themselves unusually congenial, and appreciating fully the greater advantages offered by fraternity life, and inspired by members of the men's fraternities, especially Lone Star, who felt that there was a splendid field for a new fraternity, they developed the local Theta Sigma Chi, which was publicly announced to the college world on April 16, 1907.

Theta's pin was a golden padlock, its bow set with five pearls honoring the five founders—Nellie R. James, '09, and Luella Ranney, Lida Botzum, Ethel Wells, and Marjorie

Means, all of '10—and bearing a swastika, a plus sign, the Greek letter Omega, and the letters Theta Sigma Chi; her colors were pale pink and dark green, with the green always worn on each side of the pink; her flower was the Enchantress carnation, and her pledge pin was a Maltese cross of black enamel with silver letterings. The new society had the full support and approval of President Church, who gave it the only vacant room on the campus, way up on the third floor of the gymnasium. Many a tale that little room could tell of the early days, of furniture donated by interested mothers, of pledges who scrubbed floors and kalsomined walls, of wonderful rarebits and fudge made in the old chafing dish, of confidences exchanged and secrets whispered, of familiar whistles that came floating in on summer days, of the ivy that grew until it almost covered the little windows, and of all the thousand and one memories that cling around the old "Gym." Our only neighbor in those days was Miss Isabelle Kennedy, head of the music department, who occupied the room just below us. She really did not believe in fraternities at all, but she was so jolly and full of interest in us that she just couldn't help being one of our very best friends and one whom the "old girls" will never forget.

From the moment that Theta landed like a bomb in the placid fraternity camp, kindly received by some groups and haughtily ignored by others, the unequal struggle between national and local began, but for five long years she held her own. Profiting by lessons learned during that first year as non-fraternity girls, her founders held constantly before each new member the ideals of democracy, of congeniality before numbers, and of college first, fraternity second. Because of these teachings the Thetas entered wholeheartedly into every college enterprise, and from the very first held their full share of offices and honors. A thorough study of fraternity life, history, policies, and development was early undertaken, even

before the idea of nationalism had taken root. In fact, the idea of becoming a chapter of a national fraternity came to Theta from one of the nationals which wrote the local with a view to establishing a chapter at Buchtel. The Thetas wonder now what it was that kept them from eagerly accepting that first invitation, but they declined it and one or two others which came as the years passed. But at last, in 1911, Theta came in contact with a fraternity whose history stirred their imagination, and the correspondence begun at this time resulted in a petition to Phi Mu which was granted in the early summer of 1912.

Phi Mu is the second oldest college secret society for women, founded at Wesleyan College, Macon, Georgia, in 1852, as the Philomathean Society. From its inception the society was based on the Greek letter idea, and the badge of today is identical, except in size, with the one worn long before the Civil War by the daughters of the Southland. For many years Philomathean remained local, gathering about it a veritable treasure of story and tradition, but at last, in 1904, a charter was obtained from the State of Georgia and other chapters were established throughout the South. As time healed the breach between the North and the South, the grandmothers, mothers, and granddaughters who wore the Phi Mu shield forgot their bitterness toward the North, and in 1912 Omicron at Buchtel became the first chapter north of Dixie, a bond between the new South and the new North. Since that time Phi Mu's chapters have spread from Maine to California, but to the northern and western chapters nothing is more precious than their rich heritage from the Old South.

So it happened that on September 4, 1912, Zenobia Wooten, National Secretary of the fraternity, assisted by Janet Mallory, Inspector, installed Myrtle Alton, '13, Helen Hackett, '13, Ruth Priest, '13, Lois Held, '14, Eva Miller, '14, and Margaret Wells, '16, as charter members of Omicron

Chapter of Phi Mu. The alumnae members of Theta were also initiated into Phi Mu, and the padlock was replaced by the shield. This time the welcome from the other fraternities, faculty, and student body was unanimous and cordial, and in the years that have passed since then Phi Mu has tried faithfully to deserve that welcome and to fill with credit her place in the college life.

President Kolbe, who has always been a good friend, saw at what a disadvantage the chapter was placed by not having its home in the dormitory with Kappa and Delta, and at the first opportunity gave Phi Mu the privilege of occupying two rooms on the third floor of Curtis Cottage, thus devoting the whole floor to the three women's fraternities. New furniture, rugs, hangings, and a Victrola have made these rooms a charming, comfortable chapter home, although they are full to overflowing when the alumnae come out in force to spreads.

No history of this chapter could be complete without mention of the two women who in their busy lives have paused to give of their wide experience and mature judgment to our sorority, and whose friendly counsel has won the love and gratitude of each Phi Mu—Miss Dorothy W. Work, who was initiated as an honorary member back in the early days of Theta, and whose loving interest has been unfailing, and Mrs. Elizabeth A. Thompson, dean of women at the University of Akron, who has for years been more patron saint than patroness to Phi Mu.

True to the joint ideals of Theta and Phi Mu, Omicron has filled many offices each college year. She gave *The Buchtelite* its first woman editor, and has had two editors of *The Telbuch*, and a May Queen, besides her full share of Y. W. C. A., Woman's League, and class offices. She also has had two members on the National Council of Phi Mu, Eva Miller (Mrs. Leo J. Fitzpatrick, '14), who served most efficiently as business manager of *The Aglaia* from 1915 to her death

in January, 1919, and Marjorie Means (Mrs. Cecil C. McNeil, '10), who has been National Registrar of the fraternity since 1916, and during that time has compiled and published a new directory of the fraternity.

The active chapter has always had the support of a strong and interested alumnae association, which was chartered at the time of the installation of the chapter and which now numbers thirty-five members. The association holds regular meetings twice a month and unites with the active chapter at Christmas time, on Founder's Day, March 4, and at the annual Commencement reunion. With the alumnae, war work of various kinds was carried on during the whole period of the war, actives and alumnae joining in knitting one day a week during the summer, and many individual members working faithfully for the Red Cross. Through the alumnae, too, scholarship has been fostered, some recognition of the highest scholarship in the chapter having been given for many years. In the fall of 1918 the alumnae association presented the chapter with a bronze cup, upon which is engraved each year the name of the freshman or sophomore attaining the highest grade for that year, provided always that a certain standard is reached. In the eight years since the founding of the college honorary fraternity, Phi Sigma Alpha, six Phi Mus have been elected to membership.

With the passing of the years have come many changes: Old Buchtel has become the Municipal University of Akron, Theta Sigma Chi has become Omicron of Phi Mu; but purposes and ideals are unchanging, and still the slogan of each Phi Mu is that of the olden days, "College first, fraternity second."

DELTA TAU DELTA

The Eta chapter of Delta Tau Delta was established at Buchtel in 1873, and survived for twenty-two years. It was the early policy of the fraternity to have a great number of

chapters. On this account chapters were installed in many colleges and universities where conditions were such that the final policy of the fraternity could not obtain. The Eta chapter was a successful one. It was removed only when the College seemed no longer to draw men who planned to complete their courses at Buchtel. A successful chapter is one that graduates a large percentage of its initiates. In no other way can it develop a lasting loyalty. It is to the credit of the men who were members of the chapter in 1895 that they surrendered the charter. It was never withdrawn by the general fraternity.

Many regulations instituted by Delta Tau Delta, which were finally for the good of all fraternities, worked a hardship on a chapter like Eta, trying to hold its own in a small church school. The national body legislated against initiating preparatory students, against honorary memberships, and against "lifting." While no self-respecting fraternity could continue these practices, these regulations, visited upon a chapter in a school where men were scarce and where other fraternity chapters were not so handicapped, were difficult to meet. Youngsters scarcely out of knickerbockers were pledged, and often initiated. This seems inconceivable in these days, when severe legislation controls chapters of all fraternities, and when faculty regulations also help to keep up the standards of fraternity qualifications.

Many successful men went out from Buchtel who were a credit to the fraternity and thus to the College, but no one became eminently conspicuous in national affairs. Many small colleges boast of presidents and governors and ambassadors. Thus far Buchtel awaits its celebrities. But the Delta catalog shows too that there are none who failed outright. The penitentaries yawn, but, as yet, yawn bootlessly.

To one devoted alumnus of Buchtel came the highest honor in the gift of his fraternity, that of its national presidency.

Doctor Frank Wieland of Chicago was elected to this office in 1901, and remained the fraternity executive for six years. Out of respect to him the governing body legislated to keep the letter "Eta" sacred to his old chapter. Quite often new chapters are given the names of those defunct.

While unquestionably the policy of restricting the number of chapters is a good one, all things must have a beginning. The chances are that Delta Tau Delta would not hold its enviable place among national fraternities today had it not been for its chapters in small church schools. Times have changed a great deal, but standards of manhood never can change greatly. Small colleges have always stood for loyalty and squareness. Fraternity chapters, in small colleges, were bound to reflect the tone of their institutions. In restricting their activities to large colleges and state institutions, fraternities may have lost much.

PHI DELTA THETA

On September 30, 1874, T. C. Druley, Ohio Alpha, '69, wrote to C. T. Jamieson of the National Grand concerning the establishment of a chapter at Buchtel College, Akron, Ohio. He said that he had been talking about it with his friend A. M. Ralston, who was a student in the College, and who was "very anxious to assist in organizing a good chapter." In this letter, also in one dated November 10, he strongly advised that a chapter be established at Buchtel. Ralston wrote to Jamieson November 23 that he and others desired to organize a chapter of Phi Delta Theta and asked that "the necessary preliminary papers for securing a charter" be sent to them. He further said, "There is a good opening for a chapter, although the Delta Tau Delta Society is well established." November 24 the National Grand appointed a committee to consider the expediency of establishing a chapter at Buchtel. November 25 Jamieson wrote to Ralston, and his letter was answered by A. C. White December 3.

Jamieson sent to White a pledge of secrecy, and December 7 it was signed by G. A. McAlpine, '75, Joseph Hidy, '76, B. J. Bogue, '77, J. L. Newberry, '77, A. M. Ralston, '77, C. R. Pence, '78, T. J. M. Prior, '78, and A. C. White, '79, and was forwarded by White to Jamieson. A report from the committee in favor of having a chapter at Buchtel was adopted by the National Grand December 8.

A. M. Ralston, A. C. White, and W. D. Shipman, the latter a sophomore at Buchtel, were at Wooster January 19, and were then elected to membership and initiated. On the same day they were "authorized to establish a chapter of Phi Delta Theta at Buchtel College." The National Grand granted these three a charter, dated January 19, 1875, constituting them and their successors Ohio Eta. The three charter members returned to Akron January 20, and initiated McAlpine, Hidy, Bogue, Newberry, Pence, and Prior January 30, when the chapter was organized by the election of officers. Meetings were held at first in the study room of the College, afterward in the rooms of members. In May the chapter numbered sixteen members. July 18, 1877, C. B. Wright wrote from Buchtel, "Our chapter is in a flourishing condition. We occupy a comfortable suite of rooms in the heart of the city." Delta Tau Delta was the only fraternity at Buchtel before Phi Delta Theta entered.

Later the name of the chapter at Buchtel was changed to Ohio Epsilon and Ohio Eta was assigned to Case, in which a new chapter had been formed.

For a number of years the chapter at Buchtel was in a lively and flourishing condition, and it was not until the panic times of 1896 that the number of students grew so small that the return of the charter was suggested.

S. E. Findley, Buchtel, '94, instructor in Buchtel College, and President of Epsilon Province, wrote to the General Council November 11, 1896 that the College was not pros-

perous and that the number of students had diminished so that fraternity material was very scarce. Several meetings of the resident alumni and the active members had been held to discuss the matter and a decision had been reached to submit a proposition to the General Council that the chapter be suspended, its charter to be held in trust by the General Council; that if the College should prosper within five years, the chapter should be reorganized, but if not, the charter should be permanently withdrawn. A circular explaining the situation had been sent to absent alumni, and only two objections to the plan had been received. On November 27, 1896, on recommendation of the General Council, the Convention adopted that section of the report of the committee on chapters and charters which recommended that the charter of the Buchtel chapter "be surrendered to the General Council, to be held in trust by them until the general condition of the college shall, in the judgment of the General Council and Province President, warrant the resumption of active life by the chapter." The charter of the Buchtel chapter was then surrendered.

A letter dated January 13, 1898, written by C. O. Rundell, Ohio Epsilon, '98, and published in *The Palladium*, noted some improvement in the institution, and said: "The boys of Ohio Epsilon, of whom there are five undergraduates in college, have associated with themselves the most desirable men here, and have formed a local organization known as the Zeta Alpha Epsilon Fraternity. At present we have ten active members, two pledged men, and four associate members, the latter being Ohio Epsilon alumni." The members of the society were informed that an application for the renewal of Ohio Epsilon's charter would not be favorably received, the improvement in the College not being deemed sufficient to warrant such action.

LONE STAR

Early in January, 1882, W. V. N. Yates came to Buchtel from Allegheny College and entered the senior class. Being a fraternity man, a Phi Gamma Delta, he quickly recognized that the conditions then existing at Buchtel favored the introduction of another fraternity, and to this end he enlisted the help of Simeon B. Rice, '83, who was a brother Freemason. In a few days six other students were enlisted in the venture: E. L. Chesrown, '83, C. N. Church, '85, W. T. Sawyer, '87, W. T. Beardsley, '86, J. G. Koon, '85, and Charles A. Wilhelm, '87, and on January 18, 1882, the organization of the new society was publicly announced. Thus began the Lone Star Fraternity.

The organization was at first simple, but it was gradually built up and improved upon until its organism and objects corresponded to those of a regular College Greek Letter secret society. By 1883 the fraternity was firmly established, and from that time continued to show a healthy and vigorous growth. Generally the active chapter made its home in a rented suite of rooms, but at times when the membership contained a sufficient number of out-of-town students, an entire house was rented.

In 1895 and for two years following, the conditions at the College reached a very low ebb, due to the industrial depression then sweeping the entire country. Only one active member returned to college in the fall of that year, and during the next year, 1896-7, the fraternity was entirely inactive. It was during this period that the local chapters of both Delta Tau Delta and Phi Delta Theta were withdrawn.

In the fall of 1897 seven students joined together and made application to the alumni of the fraternity for the Lone Star charter. These men were G. W. Rockwell, '98, F. J. Rockwell, '99, C. S. Benedict, ex-'96, Archie P. Eves, '00,

W. E. Hardy, '00, Floyd Metzger, '99, and Harlan Sperry, '99. After a thorough investigation by the alumni, these applicants were accepted and initiated. On January 29 of the following year the fraternity was formally incorporated under the laws of the State of Ohio.

From this time down to the present the fraternity has enjoyed an uninterrupted period of growth and prosperity. In 1913 a long-cherished ambition was realized when the fraternity took possession of the house at 436 Buchtel Avenue. This property was purchased by the alumni, and a few slight changes admirably adapted it to fraternity purposes. A dining room was maintained for the active chapter, while there were four study rooms on the second floor, and on the third floor was a dormitory capable of housing ten or twelve men. In April, 1920, a new house, more commodious, more attractive, and in every respect more desirable, was purchased at 94 Fir Street. This present home of the fraternity contains fourteen rooms and a dormitory capable of housing twenty men comfortably.

The Annual Banquet is made the most important event of each year, and it is then the alumni gather together to renew old friendships and become acquainted with the new members of the active chapter.

A publication called *The Constellation* is edited semi-annually by the active chapter, and serves to keep the scattered alumni members in touch with each other, as well as with the active chapter and incidentally the University itself.

The fraternity is justly proud of the fact that seventy-six of its members enlisted for service in the Great War. Of this number, two were wounded in battle, but fortunately none were called upon to make the supreme sacrifice.

The membership, active and alumni, now totals two hundred and twenty-nine, of whom twenty-four are deceased.

ZETA ALPHA EPSILON

Zeta Alpha Epsilon was founded December 27, 1897, by the five remaining members of the Ohio Epsilon chapter of Phi Delta Theta, the charter of that fraternity having been voluntarily returned to the Grand Council in 1896 due to a decrease in the number of students at Buchtel College. In honor of these men—C. O. Rundell, O. A. Cole, E. H. Horton, J. C. Frank, and G. H. Brown—all members of both chapters, Founder's Day is observed by the active chapter each year and suitable church services are held in remembrance of them.

Due to the active part which these men played, the new fraternity was able to make rapid strides from the first, and quickly outgrew the suite of rooms it had rented. The chapter moved into their house on Carroll Street soon after, and lived there for a number of years. Later a more suitable house was secured on Buchtel Avenue, and in 1918 the alumni chapter purchased the present house on Spicer Street. The services of a house-matron and cook were secured and the chapter settled down in their new home.

The chapter was especially fortunate in escaping the depression which caused the return of the charters of Delta Tau Delta and Phi Delta Theta, and has had a prosperous and continuous existence from its inception until the present day. The fraternity is incorporated under the laws of the State of Ohio and a similar organization, The Zeta Alpha Epsilon Company, has also been formed and incorporated by the alumni.

During the war Zeta was called upon for over seventy of its members. One of that number, Thomas F. Quale, made the supreme sacrifice. Several Zetas were cited for bravery, and Willard Swan was decorated by the French government.

The Annual Love Feast is given each year by the alumni to the active chapter, and the "old-timers" gather from all over

the country on this occasion. In the spring the actives hold their Stag Banquet, this time in honor of their alumni. A report of the activities of the chapter in pamphlet form is issued each year at this banquet.

The Alumni Chapter numbers one hundred and fifty-four, of whom sixteen are deceased—in the Chapter Grand. The alumni are kept in touch with each other by bulletins from the secretary and at the Love Feast a letter is sent to each one who has not been able to attend the gathering.

The fraternity colors are lavender and green; the fraternity flower is the violet. The badge is a gold bone surmounted by a black crescent with horns depressed bearing the letters Z. A. E. in gold.

LAMBDA CHI ALPHA
(FORMERLY SIGMA BETA)

The Akron chapter of Lambda Chi Alpha was originally the local fraternity, Sigma Beta. It was the outgrowth of a group of men attached to each other by the bonds of mutual interests. Common ideals and principles were the binding ties; they constituted the spiritual mold in which the spiritual thoughts and emotions of the founders took the shape of a more permanent organization.

The Sigma Beta fraternity was established in the fall of 1914 by ten members of the class of 1916: Arbie Carlton, Dwight Thornton, Hubert Squibbs, Robert Azar, Fred Kitelberger, Ira Poules, Norris Gable, Ray Work, Ernest Bridgewater, and Baldwin Santom.

Rapid strides were made in the early days of its existence. A modern house was obtained, furnished, and transformed into a real home. As a result of arduous work and consistent determination, the fraternity soon outgrew its first quarters. The house was no longer large enough to afford a home for its increasing membership. In the fall of 1915, the fraternity moved into a large ten-room house at 277 E. Exchange Street.

The next step in the rapid growth of this young organization came on March 22, 1919, when the Sigma Beta Fraternity was granted a charter as a Zeta of the Lambda Chi Alpha Fraternity.

By hard work and constant determination to forge ahead, the fraternity again found itself in need of larger quarters. Through the co-operation of the alumni association and the active chapter, the present home at 82 Fir Street was purchased. Situated on one of the most prominent residential streets of the city, near the University, and next door to the Lone Star house, we find the new home of Gamma Alpha Zeta. This house is modern in all respects, splendidly furnished, and well arranged for fraternity purposes. On the first floor are a large reception hall, library, music room, dining room, lounging room, and kitchen. The second floor is used for study rooms, of which there are six; the third floor, which is used as a dormitory, has ample room for fifteen or more men. Many persons have expressed their opinion that it is an ideal home for any fraternity, and have voiced their hope that more fraternities will find their way to Fir Street with the expectation of making it the fraternity row of the University.

The fraternity supports a summer camp each year, situated on the banks of the Portage Lakes. It affords splendid recreation and a good time for the members and their friends during the summer months. Each man looks forward to the annual outing with great anticipation.

The social committee arranges an interesting calendar for each school year. The Hermit's Fest, a stag banquet, is held every year on the second day of November in remembrance of the founding of the national organization. Other annual affairs are: the Winter Picnic, an informal dance, the Spring Frolic, and the Senior Farewell Banquet, an event following the Commencement exercises. To these may be added a

number of house parties, and a series of smokers for our active members, alumni, and pledges.

Forty-five of the members of Gamma Alpha Zeta took part in the Great War. Unfortunately one, Thomas B. Welker, was called upon to make the supreme sacrifice for his country. Tommy, as he was known at school and to his friends, was killed in action September 28, 1918, while fighting in the Argonne Forest.

One other member has passed to the Great Unknown—Howard E. Myers. Howard died on June 15, 1918, from the effects of being gassed while working in the chemical laboratories of The Goodyear Tire and Rubber Company.

An alumni association was formed in 1917, and now has a membership of forty-two. In 1920 a number of other Lambda Chi Alpha men were blended with the old organization, forming the Lambda Chi Alpha Alumni Association of Akron. This association holds monthly meetings and has aided the active chapter in many ways. Besides giving this local aid, it has become an important part of the state organization, and has offered valuable suggestions and carried out important work for the betterment of the national organization.

The progress made by Gamma Alpha Zeta has been achieved as a result of the determination of its members. There is every reason to believe that, with the same spirit of initiative, Lambda Chi Alpha should continue in the years to come to maintain its enviable position in the University of Akron.

In addition to the organizations already described, there are three local honorary societies: Phi Sigma Alpha in the Liberal Arts College, O H M in the Engineering College, and Lance and Helmet, confined to the junior class in the Liberal Arts College.

PHI SIGMA ALPHA

Phi Sigma Alpha, the honor fraternity of Buchtel College of Liberal Arts, was founded in June, 1910, by the graduating class of that year. The class of 1910, though very desirous of presenting some memorial to their Alma Mater, had found nothing suitable, until Mdlle. Plaisance, then professor of romance languages, suggested the founding of an honor society. The idea of a living memorial which would grow larger and more influential each year, and which might eventually become a part of Phi Beta Kappa, the great national honor fraternity of scholars, appealed very strongly to the members of the class. Committees were appointed, a name, badge, and colors chosen, and a constitution and by-laws drawn up.

The colors of Phi Sigma Alpha are green and silver, and the badge is a replica of an ancient coin, in dull gold, bearing upon the face a Greek helmet encircled by a serpent and below it the Greek letters Phi Sigma Alpha. Upon the reverse are ten stars, the words, *Buchtel College*, and the name and class-year of the owner. The purpose of the society is to give recognition to high scholarship in the undergraduate course and marked achievement after graduation, and ultimately to secure for Akron University a chapter of Phi Beta Kappa.

For several years the annual dinner, business meeting, and initiation were held during Commencement Week, with a social meeting at mid-year. However, in 1919 the plan was changed, and since then the initiation of candidates has taken place at mid-year and the social meeting in June.

The chief matter of business and general interest now before the fraternity is the perfection of plans for a campaign to secure a charter from Phi Beta Kappa.

No history of this fraternity could be complete without mention of Doctor C. M. Knight, who since its founding has presided so graciously at all its meetings, and whose loyalty

and enthusiasm have been unfailing. Doctor Kolbe and all the faculty members of Phi Sigma Alpha have been untiring in their service to the fraternity.

The membership consists of: first, all the class of 1910; second, the Phi Beta Kappa members of the faculty; third, three students elected each year from the senior class—these students to represent the highest scholastic ability in the class; and, fourth, one honorary member elected yearly from the alumni. The honorary alumni members are: Doctor P. R. Kolbe, '01, E. L. Findley, '91, Dean A. I. Spanton, '99, Mrs. Susie C. Cole, '73, Alfred Herberich, '11, and Professor Charles Bulger, '08. A complete list of the members of Phi Sigma Alpha is given in the Appendix of this History.

O H M

O H M is a local honorary fraternity confined to the Engineering College. It was founded in 1919. The purposes of the organization are: to promote a higher grade of scholarship among the engineering students, to provide proper recognition for special merit shown by leaders in school, and to bring about a finer school spirit both in the Engineering College and in the University as a whole. In order to be eligible for membership, students must be coming juniors in the Engineering College. The present membership includes: Corliss Kuszmaul, Lowell Judy, and Floyd Joel of the class of 1920, and Harold Dieterich, George Foster, Edgar Thorpe, Charles Carlin, and Robert Fletcher of the class of 1921. Dean Fred E. Ayer is honorary faculty member.

LANCE AND HELMET

Early in 1919 several members of the junior class of the College of Liberal Arts formed an honorary fraternity and named it Lance and Helmet. It was not until December that the fraternity formally announced itself and that the badge, a triangle of black bearing on its face a gold helmet

behind which were crossed a pen and a lance, was first worn openly.

The purposes of the organization are many: to bring about a greater harmony among the various organizations in the College; to provide a recognition for special merit shown by members of the class; to raise the scholastic standard of the members of the sophomore class, from which the members of Lance and Helmet are chosen, and to promote an all-round boosting spirit for the class and the University.

The original membership included the founders: Rodney C. Sutton, William Knowlton, James Weeks, Alvah Deans, Jr., Ralph Frase, and William Rowley. Additional members are chosen from the sophomore class each year. Faculty members are Dean A. I. Spanton and Doctor A. B. Plowman. The ceremony of pledging those chosen follows the "tap" system, and is part of the Tree Day exercises.

The organization as yet is in its infancy, and while the possibilities for good are great, time alone can tell whether the work of the founders shall last and Lance and Helmet take a prominent place in promoting the welfare of the school and class.

COLLEGE DAYS

Written by H. W. Motz, ex-'16

We'll ne'er forget those dear old college days,
Those dear, sincere, sincere old college days,
For it was there that friendships came to stay—
Back at dear old U. of A.

At U. of A. all hearts are always true,
All loyal to the Gold and Blue—
We'll ne'er forget that dreamy, golden haze
Around our dear old college days.

CHAPTER XVII

STUDENT SOCIAL LIFE

I

THE SEVENTIES AND EIGHTIES

(THESE BEING REMINISCENT MUSINGS OF AN ICONOCLAST)

TO one of seventeen, coming from a country town, the social activities at Buchtel seemed very formidable and awe-inspiring. If, at this late date, thirty years after, they seem less so, it is only because thirty years give one ample time to become a hardened misanthrope regarding even modern social functions.

Buchtel was a country college, in spite of the fact that it was located in a growing town. There was little intercourse between town and college, and the college boys regarded the town boys with rank disfavor. So we were a community to ourselves, living our own lives, falling in love and falling out again quite precipitately, flunking in classes and occasionally passing, and finally graduating with all the pomp and circumstance of real ceremony. Our pleasures were simple, although we took them most seriously.

Social life naturally centered in the fraternities, of which there were three: the Lone Star, the Phi Delta Theta, and—I cross myself in my devotion to it yet—the Delta Tau Delta. The girls found solace and, I might add, much unrest, in the Kappa Kappa Gamma and the Delta Gamma. Last spring we moved, my family and I, to a less Ethiopian, if perhaps a more Hebraic neighborhood. In the inevitable tearing up I came across a knot of ribbons, pink and blue and bronze. I cannot now remember what Delta Gamma affair it symbolized. I used to wonder, “Why the bronze?” A Delta

Gamma, to whom I was temporarily engaged, told me. I think she was "stringing" me. It happened that a man named Brown, curious to learn the workings of a sorority, having previously picked the lock to the fraternity room, hid under a couch during a rushing session. He was discovered. The only thing the girls could do in decency was to initiate him. The unusual possibility of having a man under the sofa made such a good rushing argument that the national body decided to crystallize his name in their colors. But brown is very plebeian and there are so many shades of it. They compromised on bronze.

The Lone Stars were splendid fellows, having an advantage that was no small one in a small college, that of being local. Membership in their fraternity did not debar them from fraternity affiliations in other colleges. They held always before the hypnotized vision of the freshman students the vague possibility of finishing their work at Columbia or Yale or Cornell, and a chance of admission into the large and exclusive fraternities of the east. If they knew that the man already half-trained in fraternity matters makes the worst sort of material, they never mentioned it. The argument was a powerful one, for while the average freshman who came to Buchtel did not know whether Columbia and Cornell were names of diseases or ice-free harbors in Russia, he appreciated the compliment of seeming to know. I can think of few errors in the choice of men that the Lone Stars made, and surely they were always most loyal and dignified in their devotion to their fraternity.

There were always the usual tragedies of fraternity life, the heart-burnings of losing men to the others, but we of Delta Tau Delta worried along fairly well until that awful day when Harrison was nominated for the presidency of these United States. He was a Phi Delt. Viewed from this late day, I have difficulty in seeing the tragedy to be as great

as it seemed to me at the time. Since then I have occasionally sat at meat with the high and mighty and with those in authority. Most of my illusions have been lost. But with the fall rushing only a month away, with the Phi Delts dangling a President and a possible visit to the White House before the awed and wide-eyed sub-junior prep and equally impressed freshman, I knew that for once we were "up against it."

A bright thought struck us. It was one of the few we ever had. Our founder, John R. Buchtel, helpless from age and disease, and hence quite non-resistant, was as yet unclaimed by any fraternity. We made him an honorary member of Delta Tau Delta. He was entirely unconscious of the distinction that came to him. I feel sure that he passed into the next life with no more knowledge of the mysteries of the fraternity than an Angora cat. But, believe me, it was a master stroke. To thoughtful freshmen a college founder at hand was worth several miragic Presidents in Washington. And when we of Delta Tau spoke with choking voices of Brother Buchtel's ill health, that made it impossible for him to stage our rushing parties in his home, and of his regret, and of his heartfelt wish that they should make no error in their choice of a fraternity, they fell on our necks and wept, and our pledge colors were drenched with tears.

I shall never forget the dread day when President Harrison was inaugurated. We had tried to steel ourselves for the blow, but we couldn't possibly be steeled enough. Never, before or since, have I seen as much blue and white ribbon as the Phi Delts wore that day in honor of Brother Harrison. I didn't know there was so much ribbon on earth. How I hated him, and them, and the whole republican party, and the whole republican form of government! If, at times, in Elysian fields, ex-President Harrison and John R. Buchtel, over their cups of nectar, that, to the best of my knowledge

have not been interdicted there, are pleased to talk over the things they knew on earth, among them, I wot, will *not* be their beloved college fraternities.

The Phi Delt method of rushing was very different from ours. When we had a serious fight on hand we locked up most of our Chapter, and the more we locked up the better were our chances of landing our men. But the Phi Dels believed in publicity. Their chief asset was Hal Smith—he of the shapely legs. If Hal only had had wooden legs, or even—greater tragedy—had happened to spill some ink on that lemon-yellow suit of his that for four years he wore so effectively for Phi Delta Theta and so disastrously for Delta Tau, many a man to whom they now point with pride might be enrolled in our list of celebrities. They would place Hal, armed with his ivory and gold toothpick, which he used with such grace and effectiveness, at the college entrance; have Bob Tucker rub his hand and murmur “God is Love” at proper intervals; scatter as many of the Chapter as possible about the campus, where they knew Doctor Cone would have to speak to them as he crossed to classes, thus giving the new students the impression that they stood in with the faculty, and alas—the man was usually theirs.

Always, in every chapter, there is some one person who regards every incident, no matter how trivial, from the point of view of his fraternity. There is no unrelated thing. He is usually an awful nuisance, and as usually an unhappy one. Such an enthusiast was I; and if I have dwelt at length on some phases of fraternity life in this personal chapter, it is because fraternity life was all of life to me at Buchtel. I shall never forget those recitation rooms that had to be swept each day; the mail that had to be distributed; the drinking tanks that had to be filled, and such other work as might have embittered my college life by shutting me out of its activities. But my fraternity did for me what all fraternities

at Buchtel did for their members: it reached down to my foolish humiliation, to my sensitiveness and homesickness, and lifted me to its high plane of comradeship.

The first social events that attended one's entrance into college were the "Socials," held every evening in the Woman's hall. It was a crowded hour, hedged in by some, but not too rigid restrictions. What memories that word "Social" will bring up in the minds of many! It was almost the only opportunity the students had of meeting one another socially, and they were few who did not avail themselves of it. Many were the love-affairs that had their inception there, and many many were the hearts broken, and as quickly mended again, in the hour between seven and eight o'clock. It was at the socials that we did our most strenuous fraternity rushing, and if some rushee proved too obdurate, we led him, like a lamb to the slaughter, to our best fraternity sister. Each fraternity had some mighty good boosters among the girls, and they did yeomen's work for us. If one loitered too long after the bell for dismissal rang, the next morning's mail was sure to bring him a large square envelope. Without opening it, he knew that he was debarred from the socials for a period of time, depending upon the enormity of his offense. The evenings were really gay; there was always the hum of voices, and music and singing; and, as time went on, the large groups gradually broke into smaller ones, until, by the term end, where there had been two groups of twenty or thirty, there would be thirty groups of two each. Many of us from the outlying districts got our first lessons in how to behave at a party at these social evenings, and, believe me, we needed them. At the end of the first week the toothpick might be discarded, or used possibly in the intervals when conversation lagged. Eventually one polished his shoes. If finally his heart became engaged, his linen advertised the fact. From

calfskin to patent-leathers was a weary way, but it was an assured one.

One entertainment that was introduced early into Buchtel life and persisted for many years, was the college dance. Originally, until the gymnasium was finished, these dances were held down in the dining room, in the basement of the college building. The old building was destroyed by fire many years ago, and it will be impossible for Buchtelites of later generations ever to sense what dancing on that floor meant. The Art School adjoined, and, as our space was limited, it was opened up to give us more room. Outraged Venuses and Psyches peeped at us from unexpected corners, clothed all too sparingly in improvised draperies. The floor was execrable, but we had wondrous times. The square dances were danced co-educationally, but the round dances must be with those of one's own sex. I don't know yet why that ruling obtained. Whoever said that dancing is the poetry of motion never saw two men trying to waltz or polka together in the basement of Buchtel.

The faculty sat in one corner of the room, in icy and lofty seclusion, and eyed us ominously. I think they feared that under the sin-compelling influence of the dance we would lead some husky partner to a bar and buy him a drink. In our fraternity we had one awful mentor, who prescribed for us the usages of social forms. His name was, and still is, Willard Holcomb, and as he has since become distinguished, I can afford to tell the truth about him. "You kids all ask the women of the faculty to dance tonight; do you hear? They won't accept, but it will make them strong for our fraternity; besides, I haven't attended a lecture for a week, and we've got to do something to keep them good-natured." Dutifully we obeyed. Dutifully we approached the awful presence of Miss Jewett and Miss Merrill and Miss Bortle, to beg the privilege of a dance. Quite courteously and quite

regularly they declined, always. When I consider that all of my early training in dancing was acquired at these "balls," my head cushioned on the ample chest of Frank Apt or Elmer Felt, my halting feet, these days, may be explained.

I remember almost every incident that ever happened at these dances, but one evening stands out as one apart, showing the simplicity of this phase of social life and its potential tragedy. Because her "steady" was put out of commission by an attack of tonsilitis, heaven graciously ordained that I should escort the season's—and all seasons' in my mind—"belle of Buchtel." "You're looking very nifty tonight," I opined. "Your dress is a dream." "Do you like it?" she asked. "I made it myself. It cost sixty-five cents." Later in the evening I ran across her, and she did not look quite happy. "Why so sad?" I asked. Her reply was characteristic, and will serve to identify her to anyone who attended Buchtel the troublous years between 1886 and 1890. "The Phis are rushing X. They want me to dance with him. There are just two things that I won't do for the Phi Dels; one is to dance with them, and the other is to marry them." Eventually she adhered to her resolution, but she had many narrow escapes. She did not marry a Phi Delt. Neither, by the way, did she marry a Delt. I just can't forget that night.

There was no actual poverty among the students, and no great wealth. Many of the boys and girls worked their way through college. If it ever made any difference in the attitude of the other students toward them, I never saw any evidence of it, and I was in a fair way to judge. All of the students came from plain, substantial homes, and in many instances the sending of the boy or girl to college meant real sacrifice. The tuition, \$40 a year, was a colossal and forbidding sum to most of us.

One had scarcely landed at the college entrance and been looked up and down as possible fraternity material, when the problem of where to eat became the paramount one. There were eating clubs run by students; the price per week was two dollars. There were more expensive private boarding houses, some going as high as three dollars a week. But a student who ate at such a place was regarded as vulgarly ostentatious and more or less of a snob. If perhaps he bore himself with greater dignity as he walked up the path to the main entrance, we of the commoners knew that he paid an extra dollar or two for the privilege, and were almost, but not quite, reconciled.

The breakfasts were as fixed as the laws of the Medes and the Persians. On the morning we had a fried egg, we had no graham muffin; on the morning of the graham muffin, we had no egg. Two dollars a week, for three meals a day for seven days, does not seem an extravagant price to one living in these times. And yet it must have been worth while. The early fortunes of at least two plutocrats began in the humble clubs. As I rode with one of them a year ago in his high-power car, and surveyed with him his various holdings in a prosperous city, I got such comfort as I could in feeling that thirty years back I had contributed to his chances of success.

Buchtel was a domestic, "far-from-the madding crowd" institution, with little excitement and few things to break the monotony. Once, from the windows of the Kappa frat room, a student was observed smoking a cigarette. He was from Oil City, Pennsylvania, a Godless place, and he did not know that smoking was considered sinful, at Buchtel. The Kappa meeting broke up in outraged disorder. At luncheon one of their number wept tears in her soup at man's depravity. It is easy to see how, under these circumstances, church going became almost an orgy, and the Sabbath a day to be antici-

pated, as something quite apart. There is no doubt in my mind that church attendance did make a little difference in our gradings; the students, as a whole, attended services.

Ours being a simple college, our clothes emphasized the fact. As we walked with God on Sunday, we walked quite simply clad; that is, mostly we did. There was one exception. He was the president's son. His father, by virtue of his position, affected the now obsolete Prince Albert suit. He was very portly. His son was slender, but a skillful tailor had cut down a discarded suit until it fitted quite piously. He was the envy of his fraternity brothers and the despair of his fraternity rivals. How often have my Sabbaths been embittered as I walked behind him to church, admiring the long skirts of his coat as they clung about his knees, my own home-made clothes seeming so ineffectual in comparison. He was a canny boy, this slender, handsome son of his austere father, and most loyal to his fraternity, which, by the way, was not my fraternity. He had observed that the faculty was kindly disposed toward those who attended church. He had, himself, joined, and didn't he pass in everything, that term end? He was most generous. He offered to loan his Prince Albert suit to any one of his frat brothers who would join church. The temptation was far greater than that which confronted our Mother Eve. Sabbath after Sabbath some Phi Delt was led to a better life, garbed in Ed. Cone's clothes. The effect upon the student body was almost theatrical. The chapter got the reputation of being spiritual. I don't know where the thing would have ended had it not been for "Andy" Kohler. He never was spiritual, and he was the last to succumb. His brothers in fraternity had wrestled with the devil within him, but the devil had possession, which, as you know, is nine points of the law. But they dangled before him that suit of clothes, which had now become a real mantle of righteousness. He fell. Alas, he

had then, as now, a very splendid pair of shoulders, and when he essayed the suit that had clothed the nakedness of Bob Tucker and Hal Smith, of Carl Henry and Asa Palmer, of Bert Henry and Cary Jones (all now redeemed), in their journeys to the overburdened altar where they had cast down their sins, the coat protested, and eke the vest and trousers. "Andy" ruined the little game. It is noteworthy that no Phi Delt ever subsequently joined the church—at least not until another suit could be cut down. I hand it to Bob Tucker for one thing—he was always most generous with what did not belong to him. He roomed with Ed. Cone, and at one time when he was tripped up in his German he offered to let me wear the coat if I would do his translations. But he hedged me about with so many restrictions that I could not accept. I was to wear only the coat, and this only in Bob's room, some evening when Ed. Cone was not at home. I had thus to do his German quite bootless.

In retrospect I look back over thirty years. I have seen so many instances where our fine but unlettered boys and girls rose to positions of great responsibility that I cannot help thinking their training at Buchtel was a large factor. We were scarcely more than a large family, each contributing his little share to the uplift of the others. Most of us had come from plain, substantial homes. If at first we lacked many of the amenities of social life, it was only because our opportunity had not come.

Some of our men and women have attained national distinction. There have been few absolute failures. With a faculty that knew all of us by name, gifted men and women who took their work seriously, and no doubt sacrificed for us many ambitions, we had an advantage that rarely comes to those who attend larger universities. When I think of the many happy intimate hours in the classroom, of the many opportunities of coming to know my teachers closely, of their

uniform interest and courtesy, I, for one, am glad to acknowledge the advantage of an early training in a small college.

II

THE NINETIES AND LATER

The social life of a college student is one of the important factors in his college education, and is of no less importance to his success in entering the larger world after college days than is his knowledge of science or language. Whatever of the social art lies dormant in the student, college life is sure to develop it, for has not every college witnessed the country bumpkin blossom into a social bud, or the ugly duckling into a beautiful swan, in its social world?

The natural situation of Buchtel has ever afforded a variety of opportunities for social entertainments. The many lakes, the beautiful scenery of the Gorge with its famous Fosdick's Inn and chicken and hot biscuit suppers, Gaylord's Grove with its picnic grounds, the Cuyahoga River with its boating, Silver and Long Lakes with their dance pavilions, State Mill with its famous fish fries, the old canal, the chestnut groves and the sugar camps, all furnished varied kinds of entertainment and added to the charm of Buchtel social life.

The opportunities for social development at Buchtel were especially favorable because of its being a small college. Every student was thought of individually; his peculiarities were noted by his professors and fellow students, and he was helped and ridiculed until he in turn became expert in the art of social training.

The first social event the Buchtel freshman attended was the reception to new students, usually given the first Friday evening after college opened. Until the fire of '99 this event was held in the spacious parlors of West Hall, which were always so crowded as to overflow into the long halls extending the full length of the old building. After the fire Buchtel Hall

was used for these social events, and still later the attractive reception room in Curtis Cottage. The burden of these receptions usually fell upon the sophomores, who bore the expense for refreshments; but the juniors often assisted with the decorating, and a committee of students appointed by the faculty shared the responsibility for the success of the gatherings. It was here that the new student was formally introduced to the faculty and upperclassmen; after this ordeal, unless he was already well initiated into the social world, he was likely to do his utmost to prevent the collapse of a small portion of college wall until he was discovered by a thoughtful upperclassman or a kindly professor, and relieved of his bashfulness.

Soon after this first reception came the initiation, intended to scare the new candidate with all sorts of college pranks. Usually, however, it ended in a social evening with a dance in the gymnasium or a tally-ho ride into the country, leaving the poor "freshie" by the roadside to get back to town the best way he could.

Class socials, especially among the freshmen, were always popular. These were usually held at the homes of members of the class who lived in or near Akron. On these occasions it was regarded as the absolute duty of the upperclassmen to try to steal the refreshments. All sorts of plans were tried, but not always with success. The sophomores came masked to one social only to find hot chocolate, which could not be carried away, instead of ice cream. In '98 there was a freshman social which was carefully watched by the sophomores, but the clever freshmen outwitted their enemies by eating refreshments in small unsuspected groups. Many of these freshman socials were held at the homes of class members in neighboring villages, the journey being made in tally-hos in the spring and early fall, or in bob sleighs when snow was on the ground, and at times when it was not. On the occasion of a sleigh ride the social usually took the form of an oyster

supper, but sometimes, because of lack of snow on the country roads, the party could not reach their destination, and came back to a town house for the oyster stew. It was not unusual for the sleigh to tip over; but nobody was the worse for it, and the only persons discomfited in the least were the chaperons.

During the sophomore and junior years, these socials continued, more elaborately perhaps, in the form of receptions, informal dances, and marshmallow, wiener, and corn roasts. The seniors, however, seldom indulged in regular class socials; perhaps because usually the class had dwindled considerably in size by the time the senior year was reached, and of the few who remained only a small minority were likely to be men. But the seniors always made up, in the brief senior vacation, for their previous inactivity in a social way. Since the graduating class was usually small, it was the custom in those days for the president of the College and members of the faculty to entertain the seniors either in their homes or at the nearby attractive resorts. Every senior class during Miss Parsons' time enjoyed a chicken dinner at Mrs. Fosdick's at the Old Maid's Kitchen. Barberton Inn and Silver Lake were other popular places for entertaining the seniors. So dined and feted and feasted were the members of one graduating class that they were compelled to be entertained at breakfast in order to accept all the invitations. Nor must we fail to mention the Senior Promenade, for years the big social event of Commencement Week, and easily the most formal of all dances during the year. Every senior class did its best to surpass all previous classes in decorating the gym for the occasion. First was the reception, and then two seniors led the Grand March and the dancing began. On these occasions the faculty was lenient, permitting the dancing to continue into the wee small hours, long after the usual time.

While the original Buchtel Hall stood, there was a pleasant gathering place for students and teachers in the west hall parlors and the long halls leading thereto. Here every Wednesday evening there was a social half-hour after tea which was much enjoyed. It was a jolly crowd that stood about the piano; and then there were the promenaders from the great west door to the east and return, and the twos and threes, especially the twos, who preferred the quiet *tete-a-tete*. On warm summer evenings, many an informal social was held on the outside west steps by groups of students who collected there.

These socials, although especially for the dormitory girls, were attended by all the students. The dormitory girls were assigned the duty of hostesses, and did much to make the gatherings a social success. After the college building burned, the dormitory was moved to a dwelling on Union Street, named "Masaldwar" for its two benefactresses, Mrs. Mason and Mrs. Alden, and the preceptress, Miss Warner. Much of the social life of the girls centered here for two years, but after Masaldwar was given up little provision was made for a home for the girls until 1905, when Curtis Cottage was opened as a girls' dormitory. With this new center available, much was done to revive the former social life. Students at Buchtel between 1905 and 1914 will remember many a pleasant social affair held in the attractive parlor of the Cottage. Even with the giving up of the "dorm" when Buchtel College became the University of Akron in 1914, Curtis Cottage continued to be the social center for the girls until Kolbe Hall was built and arrangements were made for an attractive girls' rest-room there.

In writing of the social life of Buchtel during these years, it would be an unpardonable omission not to mention the names of Misses Bortle, Garrigues, Parsons, and Warner, who presided over the old west hall socials; Miss Ray, Miss

Bliss, and Mrs. Brookover, who were connected with Curtis Cottage; and Miss Stimmel, who, as director of the new school of home economics, has been in charge of the Cottage in recent years.

It was in the Cottage circle that the Woman's League had its birth, an organization interested not only in the general welfare, but also in the social life, of Buchtel women. Much originality was displayed in the entertainments and socials given by the League. It entertained the new girls with thimble parties, receptions, and dances. It gave an annual fair, a carnival, a circus, a garden party, a minstrel show, a jubilee, a mock Japanese wedding, or a dance, using the funds thus secured to help the football team, to fit up a rest-room for the college girls, or to provide an educational fund for needy girl students. Its members were not confined to the College alone, but included outside women interested in the College, often mothers of the girls. The League did much to promote the social life of Buchtel women.

Dancing has always been popular at Buchtel, and many an awkward boy or girl has attained grace and ease of manner from attending the college dances. Students who danced on the dining-room floor of the old building in the days before the College could boast a gymnasium were true lovers of the art. The room may have been small, the floor rough, and all facilities woefully meager from the point of view of today, yet it may well be doubted whether college students of the present get as much real enjoyment from the dance as did the enthusiastic Buchtelites of the seventies and eighties.

As soon as the gymnasium was built, the dances were held there. These gymnasium dances were conducted by a dance committee composed of three upperclassmen and the social committee from the faculty. Three dances were allowed each term—one formal and two informal. Few outsiders attended in early years, but later the town young people were invited,

and the college dances became important social features for the young people of the town as well as for the student body. From time to time the college girls had a dancing party of their own, a practise not always approved by the boys, for on at least one occasion they took revenge by giving a dance and inviting only town girls. The development of these dances is interesting, from the old college dining-room dances—square dances to piano music with no decorations or refreshments—to the later gymnasium dances, with a full-piece orchestra and palms, a buffet lunch, a reception committee, a grand march, programs, favors, and even a patron list, which last was introduced at the Senior Promenade in 1911. Mention has been made of the Senior Promenade, given during Commencement Week, as the most formal of all the college social affairs. A few years ago was introduced the Junior Hop, a party at midwinter by the juniors in honor of the seniors. Next to the Senior Promenade, this is now the most elaborate college dance of the year. Recently these two formal parties have changed places, the Senior Prom. now being the midwinter party and the Junior Hop coming Commencement Week.

Both general holidays and college holidays were usually occasions for some sort of social pleasure. Hallowe'en parties were common. The old college dining-room, decorated with pumpkins and corn shocks, made an excellent hall of mystery, with its fortune-teller and Hallowe'en amusements. Of course there were doughnuts and coffee, and everybody joined in the Virginia Reel and the various Hallowe'en games. In later years it was customary to have a Hallowe'en dance in the gymnasium. In the observance of Washington's Birthday and Founder's Day the social part was no small feature. While the celebration frequently took the form of a program of music and readings, an address by some alumnus or person of note from Akron or out of town, a debate by the students,

a mock banquet, or a series of historical tableaux, almost always there was a social hour with dancing after the formal program, and often the entire evening was given to a reception and a dance.

In speaking of the social features of college holidays, we must not omit Tree Day, which, since 1902, has been the chief student holiday.

Credit for introducing this excellent custom belongs to President A. B. Church. At Saint Lawrence University—his Alma Mater—Tree Day had long been in vogue. Doctor Church felt that a custom which had proved to be so good for Saint Lawrence should not be lost to Buchtel.

The leading features of Tree Day have remained much the same from the beginning, including the planting and dedicating of class trees, various class "stunts," and the banquet at the gymnasium in the evening with toasts by representatives of the different classes and the faculty—"Prexy" always being toastmaster—and the freest, noisiest, and happiest expression of class and college spirit.

The 1903 Tree Day was typical. Put to student vote at Chapel on April 15, the matter was carried unanimously, the students voting to have a full holiday, with procession, dedications, and class stunts in the afternoon, and banquet in the evening. Professor Egbert was Field Marshal. The Post Band of Kent was secured for fourteen dollars to lead the procession, the students assessing themselves ten cents each to pay the bill. The assessment proving inadequate, the faculty assessed themselves twice as much and the deficit was thus wiped out. The campus presented a gay appearance, ribbons of various colors streaming from the class trees. Of the class programs, two deserve special mention, the senior prep. stunt—a mock Chapel, and the freshman stunt—a burlesque graduation entitled "The Class of 1903." The banquet was a great success. The attendance of students and

faculty numbered 151. The "collation" was furnished by the ladies of the Universalist Church at 35 cents per plate, the menu including fruit salad, veal loaf, potatoes, cheese, pickles, tea and coffee, bread and butter, olives, ice cream and cake. But it is evident that even in those days there was a limit to what 35 cents could purchase, for an interesting and clarifying notation tells us, "President Church furnished the ice cream." After the toasts, chairs and tables were quickly pushed aside and dancing was the order of the hour.

For several years it was the custom to have the exercises on the campus in the afternoon, leaving the morning free for the classes to decorate their trees and prepare for the afternoon exercises. Sometimes in addition there would be a ball game in the forenoon. In late years it has been customary to reverse this procedure, and to have the campus exercises in the morning, with some athletic event in the afternoon.

The transition to the practise of crowning the May Queen—now always a leading feature of Tree Day—evidently came in 1909, for the first issue of *The Buchtelite* after the Tree Day of that year gives the following information:

"Tree Day this year at Buchtel was a distinct innovation. Heretofore it has been the custom to leave the exercises to the originality and ingenuity of the different classes, and as time went on it became harder to devise something different from the exercises of preceding years. This year, however, under the leadership of Miss Rines, the celebration took the form of a regular old English May Day. A large procession of dancers and court followers, accompanying the King and Queen, were led by the court jester to the throne which was placed in a shady spot on the campus. Here the Queen, Miss Harriet Dodge, was crowned, and then followed the dances on the green: a Morris dance given by Academy girls, a Milk Maid and Forster's dance, and winding of the May Pole. A quartette furnished two selections of college songs. As is perfectly fitting and proper, the usual rain came and put an abrupt end to the exercises."

An annual event to which the Buchtel students of the nineties looked forward with great interest was the A. F. G. Picnic,

better known as the "Dutch Picnic." Originated by Doctor Carl F. Kolbe as an outing for his classes, it soon became so popular that all college students were included in the invitation. It was held shortly before Commencement. Two things decided the date: fair weather and a full moon; and the chosen place was Long Lake. The old canal steamer was chartered; the girls packed baskets, heaped to the brim; and all were off for a good time. Doctor Kolbe was Chief Marshal of the day. After the picnic supper, dancing and boating were enjoyed until the moon was at its best, when all boarded the old boat again. Few trips were made without the boat's being stuck in the weeds and mud at some point along the way, and often the tired young people were obliged to walk back to Akron. The College Band appeared at its best on these occasions, and the students were always unanimous in their expression of a good time.

In the spring of '99, the weather being unfit for an outing, the picnic supper was served in the college dining-room, and the dance was held in the gymnasium. On another occasion, the steamer refused to run, and the waiting passengers were obliged to choose another picnic spot. The Gorge was hastily chosen; but when the picnic supper was served it was discovered that some of the baskets and their owners had chosen to go to Long Lake in buggies, and had not known of the change of place; consequently, the picnickers were divided between Long Lake and the Gorge, some with sandwiches and the others with desserts. The A. F. G. picnics were discontinued after the death of Professor Kolbe, but the memory of them will always remain in the minds of those students who were fortunate enough to attend them.

Of course, then, as now, much of the college social life centered in the fraternities and sororities. The fall was usually filled with "rushing" parties for the purpose of entertaining prospective candidates. These consisted of spreads, week-end

parties, and various social affairs for the girls, and similar dinners and card parties for the boys.

There were also annual celebrations peculiar to each fraternity. Delta Gammas celebrated March 13 with a birthday banquet, at which letters were read from absent members; and every New Year's day they gave a reception to all college students at some private home. The Kappas entertained annually at Commencement with a luncheon, usually at Fosdick's or Gaylord's Inn. The Lone Stars were famous for their fish-fries at State Mills, to which each member took his lady friend for an outing, and for their big dancing parties, for the success of which no expense was spared. One may be sure, too, that the Lone Stars attended church at least once a year, for one Sunday was always set aside for this purpose. They went in a body, and made an impression on the congregation and minister; and afterwards had a great feast at the hotel. Whether it was the feast or the moral obligation which brought them out, it cleared their record for the year and set a good example to the younger members. But if the Lone Stars had their fish-fries, the Zetas had their "love feasts," and both fraternities had frequent parties. Many of these were only for the members; "stag" parties were always popular, yet often the fraternities entertained the girls at Fosdick's or Gaylord's, or invited them to card parties at the fraternity houses. In 1907 and succeeding years the Zetas went to Cleveland in special cars for their annual banquets, which were held at the Hollenden Hotel, in strong contrast to the old tally-ho rides and chicken dinners.

In addition to the fraternities and sororities, there were other groups that had social pleasures peculiar to themselves. One of these was the Aunty Brown circle, a group of students continually changing during the thirty years of Aunty's noble work in helping boys and girls through Buchtel. In the "Old Shoe," as the house on Carroll Street which Aunty occupied

was called, these young people were given the opportunity to board themselves, do their own washing, and in various other ways reduce expenses to a minimum. The practising of strict economy was not a hardship, however, for not only was "plain living" always combined with "high thinking" in Aunty's home, but the young people had good social times together planning and cooking their simple but wholesome meals, washing the dishes, and doing the other tasks incident to keeping house.

The leading social event of the year in the Aunty Brown circle was the celebration of Aunty's birthday on the evening of December 11. This always took the form of a "baked-bean banquet," the only sort of banquet allowable in the simple home life of the "Old Shoe." Besides the beans, there were the inevitable and delicious honey and hot biscuits, and red-cheeked apples from "York State." Usually there were one or two members of the group, of more Epicurean proclivities than the rest, who persisted in smuggling to the board jelly and cheese and even hot cocoa. But Aunty was gracious, and permitted these liberties for the nonce. So far as known, however, nobody ever dared go farther. What! no coffee? Surely not, for was not coffee anathema, even as "reeking sausages" would have been the unpardonable sin?

The limits of this paper forbid more than passing mention of other agencies that ministered to the social life of Buchtel students. Nor can we hope to mention all. There are sure to be some omissions, for, in college as elsewhere, social life is not a thing apart, but is woven intimately with every activity. When the College was more closely identified with the Universalist denomination, the local church did much for the student social life, receptions, conversational parties, and other social gatherings in the church parlors being of frequent occurrence, and everything possible being done to make the out-of-town students feel at home. And then there was the social

side of the football games and other athletic contests, and the celebrations of the victories made by the teams; of the oratorical contests and the meetings of debating clubs and literary societies; of the trips of the glee clubs to neighboring towns, the tramps of the botany and geology classes for specimens, and the visits of the chemistry classes to the industries of the city. Professors took a kindly personal interest in their students, and often invited out-of-town students to their homes. And then there was Commencement Week, with the Senior Prom., the Commencement Dinner, the Alumni Banquet, and, last of all, the President's Reception, the closing social gathering of the college year, when so many farewells were said, and when the seniors reluctantly bade good-bye to the old College where they had spent four such delightful years.

If co-education has its losses, it also has its gains: it is strong on the social side of student life. Manners are not unimportant, for upon them depend in no small measure the smoothness and the happiness of home life, the tenure of friendship, and both business and professional success. Those who have known Buchtel students for a series of years could name among them many gracious models of lovely manners, and name pairs of lovers who conducted themselves with such common sense, with such devotion to their duties as well as to each other, that they won the respect and admiration of their little world. Buchtel College has been fortunate in being co-educational, in having both resident and non-resident students, and in standing in the midst of a thriving town, for these conditions have made easy the development in the student body of a wholesome social life.

The starlight on our campus
Is golden glory still;
The elm trees' riper beauty
Old promises fulfill;
The breath of bygone roses
Enchants the vagrant breeze;
And Alma Mater binds us
By a thousand memories.

Blanche Olin Twiss, '07.

CHAPTER XVIII

TRADITIONS AND FUN

IN the storied tapestry of college years since the beginning, the gold thread of tradition links and gives sequence to the separate pictures. Winding through the silver background of scholastic endeavor, this gold thread is interwoven too through patches of color—pictures of student customs and traditions and the lighter side of college life—which, although having no place in the spectrum of official sanction, nevertheless illuminate the fabric, and are part of the whole. The desirable view of the great tapestry of the college years is the view of all of it, and the sterling worth of the silver background is none the less because the thread runs through episodes of higher coloring splashed along its course. Wherever the thread may wind, it still is golden.

Although young in years compared with many other colleges, Buchtel is rich in student customs and traditions. Some of these have been sanctioned by the powers that be; others, not. From the first there have always been some Buchtel students enrolled for research in courses not listed in the catalogs, courses for which the campus at night has been one of the main laboratories for nearly half a century. Since the first class entered Buchtel, there has never been a year when there were not present inquisitive and adventurous spirits keenly interested in experiments not regularly assigned in chemistry or physics, experiments calling for the invasion of many rooms besides the regular recitation rooms and laboratories, sometimes by day, but more frequently by the light of the moon, or better still, when light there was none.

This part of Buchtel story falls naturally into two great periods, before the fire and after, for the character of student life along certain general lines varied in each. The first period

includes the time from the incorporating of the College in 1870 and the opening of the doors in 1872 until the fire, December 20, 1899. During these years, which may be called the period of "the Old College," student life centered in the five-story building, great among its kind in its day, which embraced in itself not only classrooms, offices, and dormitories, but also bakery, kitchen, dining room, and store-rooms.

From the year after the fire to the present is the period of "the New College," in which some types of student enterprise were made impossible, and the character of student life changed in certain particulars. The dormitory life of the College ended with the fire, and no men have lived on the campus since. Women were domiciled for a period of several years, prior to the institution's expansion to university size, in the modern "dorm," which, however, has passed from that usage and by a perfectly regular process of evolution has become the home of the department of domestic science. There are no present dormitories of any kind.

And yet, for the purposes of this chapter, the two periods are one. The gold thread of tradition in the tapestry of Buchtel history is not broken, but continuous. True, the nineties saw the end of the old Buchtel dormitory days and of the old college building; but the old spirit remained. When, on that December night in '99, the old year, already wrapping his winter robes about him, ready for the ferry that soon would carry him across the midnight into the past, saw the flames suddenly shoot skyward from Buchtel hill, we may well imagine that the ghosts of college traditions shivered among the campus trees, mourning because their home was gone. But their mourning was short-lived. When the new college rose under the hands of the builders, there was a niche for every tradition. The spirit of the College carried on over the period of transition. The ghosts of traditions of the very

earliest days still whisper about the campus on moonlight nights, when the buildings stand out in silhouette against the sky and the streets are still. Any venturesome collegian who ever has roamed the grass or explored the college halls at night will relate that they do, and that they urge him forward, for old times' sake, if for no other reason.

It is in the first printed college rules that we must look to find the springs of the earliest traditions. Among these official regulations, published in '74, were the following:

"Students are expected to be kind and respectful to others.

"No student is allowed to take or remove furniture from the rooms; to mark, cut, drive nails into the buildings; to throw anything to or from the windows; to spit upon the floors, or in any way deface the college property.

"Students must refrain from all improprieties in the halls, such as boisterous talking or scuffling, and must not visit each other's rooms without permits.

"Young men and young women are not allowed to take walks or rides together without permission.

"A student boarding in the college is not expected to invite a friend to a meal, or to tarry in the building over night, without the permission of the superintendent of the building.

"No student shall fire gunpowder in the college building or on the premises, or engage in card playing or any form of gambling in the college or in the city, or visit liquor saloons or billiard rooms, or commit injuries upon the person or property of any student.

"Students are not allowed in the kitchen, bakery, storeroom, or basement of the college.

"Assignments will be made from time to time to the students for using the gymnasium; the young women will have their season for exercising in it, and young men theirs.

"Students who find it necessary to be out of the college in the evening later than the hour the doors are closed for the night, must make previous provision for entering the college with some professor or officer of the college. Entering through a window or by a forged key or in any improper way will subject a student to suspension or expulsion.

"The faculty shall have authority to visit and search any room in the college, using force if necessary to enter it, and assess all damages occasioned by violations upon the offender.

"At all public exercises given in the college chapel, the young men will occupy the east side and the young women the west side."

These rules make possible a perspective in considering the olden days. A perusal now of that code results in the involuntary observation, "So these are the things they used to do!" The list of things the students were told they shouldn't do leads into the story of the things they did. One or two examples must suffice.

The old building was locked at 9:30 each evening. Hence one of the first forms of student activity out of hours at Buchtel was to escape from the building at night for sundry purposes, two of which were to seek the grapes that purpled on the vines of the neighborhood, and to search out cider barrels in nearby cellars. There were different means of night egress and ingress. One was through the chemical laboratory of the old building; another, through the basement door; and a third, through the engine room. At one time a rope ladder was in use. The fire-escape from the dormitory floors also afforded opportunities not to be neglected. And they never were. There was also a key. It is legend as to whence it came or who possessed it last; but through years of the early college period a key to the east hall door was handed down from class to class and utilized for night expeditions.

Indoors as well as out the fun of the students in those early days was found to no small degree in violating written and unwritten rules, and playing all sorts of pranks on faculty members in charge. A favorite prank was blowing air into the gas-pipes, thus putting the lights out of commission. Riding on bed-slats down the stairways was one of the most popular and most successful ways of making night hideous and the watchful professor angry.

When Professor Jones used to have charge of the boys in East Hall, they seemed to feel it was their main business and special duty to make him all the trouble they could; so slat rides and other disturbances were of nightly occurrence. He was succeeded by Professor Bates. At once the boys fur-

nished him as much entertainment as they had furnished Professor Jones. He had a room at the foot of the east stairway on the second floor. On one occasion the boys found an iron dumb-bell, heated it hot over the gas jet, and then started it down the stairs. It made a glorious racket as it bounded down, to be picked up and then quickly dropped by the professor, who was waiting for it at the foot of the stairs.

Especially irksome in the early years must have been the unreasonably strict rules governing the relations between the men and the women students. What better challenge to young blood to break rules than such a regulation as this, "Young men and young women are not allowed to take walks or rides together without permission"? Should the graves ever yield up their dead, and all secrets be made known, there will be related many a spicy story of clandestine meetings in the old chapel and elsewhere that will be a startling revelation to the faculty of the time, who thought they were aware of everything that was happening. Not all of the fun was in these secret meetings. A humorous story comes down from 1882 of how the students openly ridiculed the rule by obeying it to the letter. On a Sunday night forty or fifty young men and women attended the same church, and after the service arranged themselves in two orderly lines, five feet apart, and in this formation marched away, not a word being spoken until they reached the College.

The following clipping from an Akron newspaper of the year 1879 gives a good clue to what conditions were in the seventies. It is very evident the tradition was already strong among the students that rules are made to be violated, that pranks and jokes are essential to college life, and that it is the business of the students to keep the faculty busy with other matters than strictly classroom duties:

"The boarding house system connected with Buchtel College places upon its faculty the duties of an innkeeper. It is a fact

well known that hour after hour and evening after evening have been spent by the faculty in deciding what rooms the students should occupy, at which tables they were to be seated, how to prevent them from coming home late to their meals, how to prevent an undue lingering at the table, how to keep infatuated young ladies and gentlemen apart when coming from the dining room, how to keep students out of the kitchen, how to prevent the unlawful appropriation of pies, cakes, etc., how and when to lock the house, how to keep students from stealing the keys, how to prevent them from climbing in the windows.

"Recently, a special session of the faculty was called to decide the following grave boarding house question. A couple of students, among the best in the College, had appropriated a mattress from the adjoining, unoccupied room. When, after a fruitless remonstrance on the part of the steward, the mattress in question had been forcibly recovered and replaced in its room, these incorrigible students who liked soft mattresses, and plenty of them, again stole the coveted article.

"This complicated case was submitted to the grave consideration of the president and by him brought before the faculty, who spent many hours deliberating what should be done to the offending students. All of which goes to show that some action should be taken to relieve the faculty of these weighty responsibilities in order that they may have time for the proper teaching of their classes."

Under the head of definite college pranks there are several interesting incidents belonging to the early years of Buchtel.

Before the end of the first four years of college life, an exploit was achieved which has lived in college history ever since. Inquiry reveals that almost every class in the past forty years heard, while in school, a tale of "once upon a time," when the college awakened of a morning to find a wagon installed on the roof of the old building, whence it had to be removed in pieces. It happened in 1876. The wagon came from what in those days was "Collins's wagon shop" on Main Street. The wagon was hauled to the college, the enterprising wagoners took it apart, from wheels to top-boards, and part by part it was carried to the high building's roof. There it was assembled, to start a buzz of wonderment next day that has persisted until now.

This story of the wagon suggests the later, but hardly less famous, story of the cow. One night an unofficial and hastily improvised class in biology induced a cow, her feet muffled in carpet, to climb the stairs in the stillness of the velvety dark evening, and on an upper dormitory floor they hitched her to the knob of a professor's door. The professor opened his door in the morning, and in walked the cow. A peculiar thing about the cow was that although she had been led upstairs in the dark with no particular difficulty, nothing in the world would persuade her to walk down in the light of morning. The problem finally had to be solved by the construction of an inclined plane, formed by laying boards up the stairs. Then the cow was thrown, her feet tied, and on her side she went sliding down the boards.

A common prank in the old building was that of dropping paper sacks filled with water. The stairways were so arranged that there was an open area from the first floor to the upper floors, where were the dormitories. This afforded splendid opportunity for testing the laws of gravitation with a sackful of water, to establish whether, if the sack were dropped from an upper floor, the water would deluge a person happening to be near the rail on the first floor. It usually did.

This was a favorite trick. The victim was as likely to be a professor as a student. On one occasion a mischievous boy, who always looked angelically innocent, dropped an unusually large sack of unusually cold water with unusually accurate aim on the head of an unusually tall, slender, black-bearded, deep-voiced professor. The indignant instructor, almost as wet as a drowned rat, rushed with fearful leaps to the top floor, and burst into the room of the innocent-looking boy, who was sitting at his desk evidently hard at work on his Greek. Surprised, but with perfect composure, the boy said, "Why, professor, what in the world has happened?" And the professor was so taken aback that he retreated without saying a

word. The innocent-looking boy, in telling the story to some chums, said, "It was mighty lucky for me he didn't come over to the desk, for I had jerked that Greek book up in such a hurry, I was holding it upside down."

The wearing of caps and gowns by college seniors causes no wonder in these modern times. Everybody thinks it appropriate. So popular has the fashion become that many high schools have adopted it. Yet the inauguration of this custom at Buchtel in 1883 aroused a wordy controversy. Letters were written to the editors of the newspapers, discussing whether it was in the interests of good Americanism and democracy to permit the introduction of a custom traced to the "disgraceful" town rows at Oxford University, where students were required to don a distinguishing gown to mark them in the event of fights with the "townies." One writer of a newspaper-letter objected on religious grounds. Appearance of the garments through the town raised a hue and cry. "Pull down your shrouds!" "Where do you preach?" These and similar salutations were heard whenever the obnoxious garb dared to show itself. It was only very gradually that the College and Akron became willing to recognize as a good custom a practise which is accepted today as a matter of course.

From academic caps and gowns to night shirt parades may seem a sudden dropping from the sublime to the ridiculous, yet both have their place in the history of college custom and tradition. Night shirt parades began in dormitory days, and the idea has not been lost in later times, even without dormitories. In the school year of 1909-10, a band of ghostly figures with white shirts draped over their clothing started from Buchtel for a downtown parade. Through hotels and theater lobbies the procession moved, and the parade concluded back at the campus, where the white-garbed participants circled the girls' "dorm" and at a signal raised a yell that awakened the in-

mates and the neighborhood, caused a whistle to be blown from the window of a nearby residence, and brought a policeman.

Perhaps in place, perhaps not; nevertheless the historian here intends to depart for a sober moment from the text to pay tribute to the memory of a policeman who tramped the old college hill "beat," the very policeman who appeared the night of that "night shirt" parade, and who disappeared when he found no harm was being done by the youngsters on the campus, as he had done before; a policeman who knew college men of at least one decade by first names and nicknames, and who was called "Rich" by them, for his name was Gethin Richards; a policeman who, not many months before this writing, died by a murderer's hand while discharging his duty in the darkness of an Akron night when bandits were operating.

For many a Buchtel man of that college time, of the years just before and after 1909, there was a pang of honest sorrow the day the newspapers carried word of how Gethin Richards was shot to death in the Akron streets by men who since have answered for that murder in the electrocution chamber at the Ohio Penitentiary. His name is mentioned here with affectionate respect, because his name is tradition to Buchtel men of one period, and because men kindlier-hearted than "Rich" we have never known.

To make a freshman realize he is a freshman has been always part of the college code. Hence in every college a leading source of custom and tradition is found in the way the upperclassmen have treated the freshmen at different periods in the history of the school. In Buchtel's early days "bounces" were part of the process. This ancient and noteworthy custom of tossing the "freshie" in a blanket continued until into the nineties. From time to time there have been flag fights, but they never had regular vogue. The first was on March 19, 1883. They usually have been precipitated by the anxiety

of some enthusiastic freshman or sophomore to pin his class colors to the highest top of a building or flag pole, and the resultant determination of the opposing class to tear them down.

Hazing in the harder sense was never popular at Buchtel. At best, it ran only an irregular course. It was never viewed with official toleration, and it appealed to but few in the student body. Freshman initiations of one form or another have been indulged in all through the years of Buchtel's history, but seldom in a spirit of hard hazing.

In late years there has been substituted for the initiation a regularly conducted contest: a game of football or basketball, a tug of war, or some other athletic event between freshmen and sophomores, on the outcome depending whether the freshmen have a right to flaunt their colors before their second year.

The culminating initiations of the hard hazing sort seem to have been in 1903 and 1904. That of 1903 was typical. The freshman men were taken into the basement of the gymnasium. A clipper was plowed through the center of each man's hair from the forehead to the collar at the back. Starch paste in which had been mixed a drug not purchased at the perfumery counter was worked into the remaining hair, which on each side was rounded up to a point like the horns of Faust's friend. After this, fly paper was wrapped about the legs below the knees, shoes were filled with molasses, and both arms of each freshman were painted white. Then the men were taken upstairs for presentation to the freshman girls, whom the girls of the upper classes had been entertaining by taking down their hair and painting their faces all colors. The girls had been set to work counting the cracks in the floor, and on appearance of the men were invited to dance with their partners while the upperclassmen sat it out.

In 1904 it was decided by the upper classes to tie the freshmen and make them watch the upperclassmen dance. But, the freshmen resisting, all the upperclassmen rushed to the aid of the sophomores. What followed, if it happened in a box car, would be called a "clem." The next year the faculty persuaded the upper classes against hazing by giving a party to all the classes. According to a student of the time, the 1903 initiation ended the old days of hazing.

But the tradition of initiating the freshmen was too deep-seated to be removed suddenly and forever by faculty persuasion. Not so easily would the sophomores yield up their inalienable rights. Accordingly, on the night of a reception to new students, in the autumn of 1905, a group of sophomores obtained a bronco and spring wagon which were parked in a dark corner on Center Street. The sophomores enticed out, tied, and gagged eight freshmen, intending to carry them into the country and give youthful limbs an encouragement toward physical culture by permitting the first-year men to walk back. One of the freshmen, however, escaped from the spring wagon, where the eight were piled, and gave the alarm at Buchtel Hall. A running fight followed, in which several blank cartridges were fired, and the "bronc" was brought up against a factory wall to prevent the wagon, the freshmen, and the sophomore drivers from being carried through an inopportune lowered railroad crossing gate. The freshmen were released, and the sophomores in their wagon evaded efforts at capture and got away.

From time immemorial a favorite method of the sophomores to keep the freshman humble has been to raid freshman socials, steal the provisions, and cause all the annoyance possible. Evidently the custom is as popular now as in the olden days, for when the writer of these lines visited the University of Akron recently, he learned that the latest case of discipline to be brought before the Student Council was that of two venture-

some sophomores who had dared, even under the nose of faculty supervision, to enter the "Gym." during a freshman social, turn off the lights, and try to purloin the punch and the cake.

Raids upon freshman socials have sometimes led to bizarre results. Following a trip by upperclassmen into the cellar of an Akron home where the freshman class held a party on Hallowe'en of 1907, the grand jury summoned five students. The remainder of the story is told in newspaper headlines of succeeding days:

"Investigation Still On."

"Only Witnesses—Buchtel Students Say They Are Not Guilty."

"Case Against Students Dismissed."

To close the series, a final headline might have been written:
"Hic Jacet—"

In the college year of 1909-10, a memorable class struggle occurred when the freshmen, who had a strong-armed aggregation, undertook to give a party at a West Hill home. Upperclassmen bent on disrupting the peace of the freshmen arrived on the scene first. The freshmen as a precaution having decided to go in a body, a "mill" resulted in front of the home where the freshmen were to be guests. The one policeman on guard was peppered with flour, tied up in striped candy sacks. He turned in a riot call and forty reserve police responded in automobiles. Here we drop the curtain, but lift it again just long enough to admit the sight of five upperclassmen being dismissed from police court the next Monday morning by the mayor, himself a former Buchtel student with rather interesting college recollections of his own. He was heartily cheered on the city hall steps that morning.

There are certain sources of inspiration for night-time endeavors at Buchtel which have been responsible for a recurrence in newer days of exploits similar to others which happened in days of old.

"The depravity of inanimate things" is no joke. For example, consider the suggestion to active collegiate minds conveyed by the chapel furniture. In 1887 all the seats were removed from the chapel in the night and arranged on the campus. The following "Fable" evidently refers to that event:

"This is the chapel window. It is a nice window. So are the boys nice. They are good-hearted, for they are helping the poor seats to escape from chapel so the Fac. can't sit on them. The Fac. should sit on the boys. It is only one o'clock so you see the boys are early birds, but they won't catch it, for the Prof. took it to fish with. These early birds have no wings, but they can fly when the Prof. gets after them. Losing the seats will be a sad blow, but we will have to 'stand it' until Loomis carries them back. You would think there was a fire by the way the furniture comes out of the window. There is no fire now, but there will be one when the Fac. misses the seats."

The same exploit, with elaborate and modern trimmings, was achieved in the college year of 1909-10. The pulpit, platform, chairs, piano, and all the seats were set in regular chapel order on the space between the gymnasium and Buchtel Hall. From the biology rooms various stuffed animals were "borrowed." Little foxes and birds were scattered through the seats, a group being placed at the front to provide a choir. To complete the trimmings, streamers of paper were twined through the branches of the campus trees. The campus, when morning dawned, looked as though Christmas and circus day had collided in the midst of a college chapel session.

The college observatory seems always to have inspired the student mind longing for new fields in which to express itself. The very night after ground was broken for the site, someone undid all the workmen had done through the day by carefully filling up the hole. In 1887 in the night season the observatory dome was subjected to treatment with white paint. In a later day, as students vividly recall, the professor in astronomy was called from his home late one evening by excited class members who had seen a light in the sky and wanted to

view through the telescope one of the balloons then engaging in a cross-country race. The professor obligingly dressed and rushed to the observatory. He took the first squint himself, then turned to the group of students and said, "That's no balloon; it's Mars."

The use of burlesque pageantry as a protest against too drastic rules has been resorted to frequently. We have spoken of the way the students in 1882 ridiculed the rule that young men and young women should not walk together without permission. Similar was the "cremation ceremony" of 1889, when that ancient foe to peace of mind, calculus, was burnt with solemn ritual. The class stone of '79 was used for the funeral pyre, and the ceremony was most impressive. A like occurrence belongs to the year '93 or '94, which saw the burial of the Junior Ex. These public exercises of essays and orations, which the faculty had required of the juniors for several years, had become so distasteful that the juniors decided to bury the hateful thing for all time. The faculty made no attempt to enforce the requirement after this public funeral.

One of the most imposing shows of this kind was staged in the fall of 1907, to urge repeal of a newly-announced faculty order prescribing "safety first" football rules for students at Buchtel Academy. The men who were in the secret remained away from chapel on the day of the demonstration. As soon as the classes and faculty emerged from the gymnasium after chapel exercises, they found two "teams," the Willie-Boys and the Molly-Coddles, ready for a struggle on the plot of ground between the gymnasium and Buchtel Hall. But we shall let *The Buchtel* of '08 tell the rest of the story:

"Friday, October eleventh, witnessed a very amusing sight. Between the Hall and Gymnasium a football game was pulled off that won't be forgotten for some time. The game was a take-off on certain rules adopted for the regulation of the proposed Academy team. None of the male students attended

chapel and immediately after the young ladies were excused the game began. Nearly all wore derbies and were dressed in strictest form, the officials, Theron Jackson and Carl Diers, wearing dress suits. The ball, handled with gloves, which all wore, was kicked off by the Mollies. The play consisted of a series of gymnastics in etiquette and was carried out to the immense appreciation of the spectators. Penalties were inflicted generously. The Willies lost a man for slapping a Molly-Coddle on the wrist, while it cost a team ten yards to fail to remove its hats collectively and individually at the proper times. The halves were five minutes long, and at the end of each the doctor, with a suit case full of saws, hammers, and other tools cared for the injured. The first half ended with no score, but during the last half the Willie-Boys walked gracefully down the entire length of the field and, amid the stern resistance of waving hats and awful threats, scored a touchdown. Everyone seemed to enjoy the affair, and it was generally voted a success."

One of the abiding things on the campus is the '80 rock. "Thereby hangs a tale." Students and faculty and even buildings may come and go, but that landmark remains. Securing the rock and putting it in place constituted no small feat, and of no other achievement of their college days are the members of the class of '80 so proud.

The rock is a huge piece of syenite, containing ninety cubic feet. When the class had resolved thus to immortalize themselves, they appointed one of their number, Irving Tomlinson, to negotiate for the purchase of the desired "pebble," which lay buried in a distant field belonging to Colonel Perkins. The Colonel did not want to sell; but Irving was persistent. The remainder of the story we quote from an article by C. B. Wright, '80, in *The Buchtelite* for December 15, 1898:

"His interview with the owner was amusingly characteristic. To the request that we might have the rock to place upon the campus, the Colonel opposed his disbelief in our ability to move it.

"'No one knows,' he declared, 'how far that stone goes down. I wanted it for my own lawn, but six yoke of oxen weren't able to budge it. You'll waste your time trying.'

"'But Colonel,' pleaded Irving, 'that was a good while ago and things have changed. The telephone has been invented, and lots else, and I think we can get it.'

"The Colonel was dazed; he was not accustomed to contradiction from youngsters, and certain that our efforts would be fruitless he gave us leave to try. Imposed with the magnitude of the work before us, we summoned a building mover to see what could be done. He repaired to the field, dug down till he had learned the depth to which the stone extended, and offered to put it in its destined place for \$75, in advance.

"Compound tackling was fastened in a neighboring oak and the stone drawn out upon the ground with comparatively little trouble. Our spokesman's boast was justified; the world had learned a thing or two since those oxen had tugged in vain. Then began the slow journey of the ponderous mass on the building trucks of the contractor. Several days were consumed in the transit.

"When it reached the brow of the hill, beside the Perkins mansion, the venerable proprietor made a last effort to regain the rock that an error of judgment had allowed to slip from his possession. If we would relinquish our claim, he told us, and abandon the enterprise then and there, he would settle with the contractor and pay us \$75 besides. We ought, I suppose, to have done it, but youth is reckless and I doubt whether twice that sum would have offered any temptation."

Within Buchtel's classrooms, times without number, jokes have been played and humorous incidents have occurred, in which professor and student have had equal interest; and it has not always been the student who has scored off the instructor.

On March 4, 1879, the College had a fire—not so serious as it at first looked—which damaged principally the dome of the building. An unruffled professor conducting a class at the time was amazed that his class should rush from the room when the alarm was given that the top of the building was ablaze.

"If you will go, go!" he called disgustedly after the departing class, and then proceeded to post on the bulletin board this notice:

"Recitation room 13 being intact and as good as ever, I expect to hear my class at 4 o'clock today as usual."

The following anecdote has been in print many times, but it is directly accredited to a Buchtel class by an Akron news-

paper-clipping of January 1, 1882. One of the professors, on entering his room for class, found the legend on the black-board: "Our professor is a —," and then a large drawing of a donkey. Surveying the students with twinkling eyes, the professor turned to the board and wrote just beneath the picture the final word "driver." He dusted the chalk from his hands while the meaning went home to the students, and then proceeded to hear one of the gloomiest recitations of the term.

There is another donkey story worth telling. In one of Doctor Claypole's anatomy classes, when the time came to work on skeletons Belle Green and Willet Hardin mounted the skeleton of a donkey. This donkey, one of a pair kept by Judge Green as pets for his children, had died the year before, and the ground where it was buried had disintegrated the tail bones, with the result that the mounted skeleton had no tail. While Burton D. Myers was at his home in Attica during the senior vacation a mule very accommodatingly died, and Mr. Myers secured the tail bones and brought them to Miss Green. That Commencement, Doctor Claypole, as was his custom, prepared an exhibition of the work of his classes. On the placard marking the donkey was this inscription: "Mounted by Miss Green and Mr. Hardin, and re-tailed by B. D. Myers."

There are stories of the presidents, too, as well as of the professors. President Cone was a very polished gentleman; anything not strictly in accordance with the customs of polite society annoyed him. Many of the boys were in the habit of coming into chapel with their hands in their pockets; so one morning he remarked that if they felt it necessary to do so in order to keep their hands warm, he would prefer that they wear gloves. The following morning the boys' seats were empty and the faculty and the girls sat in breathless anxiety, wondering what was about to happen. Soon the tramp of

marshalled hosts was heard in East Hall, and the procession appeared with Will Sawyer at the head, each boy wearing gloves—in most cases white ones.

Probably more stories are told of Professor Bates than of any other Buchtel instructor. It was but natural that a personality so positive, so unusual, and so eccentric as his should become the center of a host of episodes and stories. Mrs. Mary Andrews Connor, '96, writes:

"The name of Professor Bates always suggests onions and 'Who dragged whom around the walls of what?' The student who was not initiated into the joy of that mystery never 'got on' with Professor Bates. When every pupil in the big class of Freshmen was given a question and told to answer it as soon as he could, and everybody was talking at once, and the Professor with stentorian voice would call out to some poor 'freshie,' almost frightened to death, to 'go to the board and make a picture to show what you mean'—then Professor Bates was in his element and class work was progressing. The person who did not learn concentration under this method would never learn it. Even though ten or a dozen pupils were answering questions at the same time, Professor Bates heard everything that was being said, and soon tripped and made feel very silly the fellow who attempted to get smart.

"Among many incidents of Professor Bates, one I remember particularly. One Saturday morning some of us were doing the endless tasks in connection with Professor Claypole's assignment. We had been dissecting rabbits of six or more weeks' stages of decay. Strict orders had been left to keep closed the door to the room where the boiling process was emitting odors which rivaled any witches' caldron. Going out in the hall, I found the door open, and hastening to close it, exclaimed, 'Goodness alive!' Instantly from the first floor, eight long flights of steps below, was heard that familiar approach of three steps at a leap. When he reached the top floor Professor Bates, in assumed excitement, called, 'Where? where? Miss A——.' Not seeing the comprehensive look on my face, with a twinkle in his eyes, he said, 'I rushed up to see Goodness Alive, as I had never met the creature, and decided it must be the latest product from the natural science laboratory.' "

W. W. Howe, '91, tells the following:

"I shall never forget one amusing incident in a certain afternoon class of these bygone days. Occasionally Mr. St. John received a suggestion from the professor, as in fact we all did at

times. Mr. St. John had the habit on these occasions of smiling blandly and saying, 'All right, Professor.' One day Professor Bates, after hearing this remark from Mr. St. John, observed in a rather loud voice, 'Mr. St. John, I wish you wouldn't say "All right" to everything I say.' 'All right, I won't,' rejoined the imperturbable St. John, to the great delight of everyone, including Professor Bates himself, whose reserve was broken for the time being."

It is said that somewhere in the college archives is a letter written by Professor Bates to rebuke a young lady whose devotion to the pastime of chewing gum exasperated him. Accompanying the letter was a bag of peanuts. This is what the professor wrote:

"Miss W——:

"That the accompanying leguminous specimens may prove an agreeable substitute for the viscid, arboreous secretions ordinarily employed as an indispensable motive power of female maxillary machinery, is my ardent desire."

"(Signed) B."

Joseph H. James, '94, is authority for the following:

"At the time of the installation of the chemical laboratory in the east-end basement of the old college building, such ventilation methods as we now enjoy were unknown. Fumes from the various experiments were wafted along the corridors and up broad stairways, often to recitation rooms on upper floors. I well remember one occasion when, as Doctor Knight's youthful assistant, I was responsible for a particularly bad odor from some chemical experiment. No sooner had it reached the rooms of the Latin department above than Professor Bates stalked in, thundering, 'Young man, if you continue this much longer, we shall not go up in a balloon, but as a balloon.'"

A typical recitation method of this unique professor was something like this:

"Miss Blank, you may begin. That will do: next. What kind of a what is the what of the what?—next—next—next—next—good! We have it! Next: before what time, in what time, and at what time, were the *Odes* written and who ruled in Rome fourteen years before? Next! ——"

Willard Holcomb, '89, confesses to have written the following *Ode to Bates*. It was composed for the Everett Literary Society Journal, and was read before the Society.

"A FRESHMAN POET'S 'ODE TO BATES'

"O! tall majestic cuss
With gaunt, slim form rigged out in black,
Of thee I sing!
How many years 't has been
Since thou wert ushered in—
To this here world, or since thy moustache 'gan to sprout,
I do not know.
Why thou dost walk along with head in air
And 'steen foot strides, as though for common men thou did
N't give a durn;
Or why thou eatest onions 'till,
They say, the paper in thy room
Is sprouting sets;
Or why thou bang'st thy old pian-
O, playing 'Falling Leaves' 'till late at night,
I give it up!
I on'y know thou art a ter-
Ror in the class, and prone to ask such questions as,
'What is the which of the what?'
Et Cetera.
Which makes me think, I've got a recita-
Tion in an hour,
So I guess I'll stop writing poetry and get my Latin
Prose Composition."

Mr. Holcomb adds:

"The joke was not in the 'blankety-blank verse' so much as in the fact that in some way Professor Bates acquired a copy of the *Ode*, and was reported to have enjoyed it even more than did the boys of the Society. Therefore I remember most gratefully his grim sense of humor, while he was grinding into our systems a very good grade of Latin so it stuck. He was the on'y classical professor I ever knew who could appreciate a joke dated anywhere A. D."

The list of Buchtel anecdote is legion. Tar on a horizontal bar in the gymnasium trapped the unwary in 1874. Students of the late seventies remember a night when an unfortunate who went out on the fire-escape to pull up contraband edibles from below was locked out at all the windows, with only his night clothing to protect him from the winter wind until they let him in again. There's a tale of a rock that went down the

stairs of the old building in the middle of one night, a geological specimen of such proportions that the first floor railing was broken, as well as the sleep of the inmates of the college.

A member of the class of '84 is authority for the story of how that class started with fifteen members, dwindled to three in its senior year, those three not friends, and of how two of the three announced an intention of not being graduated. The third styled himself "the class," planted his own class tree, buried his cap and gown at its foot, and fired off one big fire-cracker—and two little ones in memory of his late classmates.

It is on record that in 1888 something happened to the chapel piano. Singers starting bravely out upon the swelling billows of a hymn suddenly found they had no accompaniment, and voices quavered and died. The pink-faced pianist made investigation. The "innards" of the piano were missing. The hammer mechanism had been removed. Between 1900 and 1910 there was a morning to be remembered, when a lecture on discipline was interrupted by an alarm clock ringing from the highest gymnasium rafter above the chapel platform, an intermittent alarm that prevented the lecture's ever being completed.

They run through every year, these Buchtel happenings.

Useless it would be to attempt to present a completely chronological table. The effort here, because of obvious limitations, is to tell the typical and note the epochal, catching at the spirit of the successive times through which the story moves. The mind of every Buchtel student, of whatever day, will fill in with richer detail and with recollections by the score, the shadowy spaces between the happenings here specifically set down as part of the college history. The reminiscent mind will recall incident after incident from the time when warm apple pies were purloined from the pastry kitchen of the old college, to the most recent exploit of the new college day.

The gold thread of tradition twines through the tapestry from the beginning. When today's edge of the fabric is reached, there the gold thread hangs, ready to be woven into the story of tomorrow. The silver background of scholastic attainment has not been forgotten, as was promised in the beginning it would not be. Perhaps the brighter colors are incidental. Yet, while the background gives the fabric its worth, perhaps it is partly because of the winding gold thread and the brighter splashes, taken together with the background as a whole, that memory reserves its very throne room for the tapestry of college times.

DEAR OLD BUCHTEL

(*From the Buchtelite for June, 1910*)

Author unknown

Here the moonlight falls the softest,
On "Old Buchtel."
Sweet June days come the ofttest,
Round "Old Buchtel."
Friendships are the strongest,
Love's light glows the longest,
Yet wrongs are always wrongest,
At "Old Buchtel."

Here the sunshine's ever brightest,
On "Our Buchtel."
The breezes whisper lightest,
Round "Our Buchtel."
Plain girls are the fewest,
Maidens' eyes the bluest,
Their little hearts beat truest,
At "Our Buchtel."

CHAPTER XIX

BUCHTEL IN THE GREAT WAR

I

THE WORK OF STUDENTS AND FACULTY

THE cessation of hostilities in Europe on November 11, 1918, brought to a close a period most vital to the American college. Although the duration of our own participation in the war was only a little more than a year and a half, within this brief period practically all colleges had undergone a complete process of reconstruction for war ends, and while the work of a smaller institution can never assume the imposing proportions of the efforts witnessed at the great universities, yet it is safe to say that every faculty member and student, in fact every employe of the University of Akron, did his or her part in some type of war work. An effort is made here to summarize for permanent record our college war activities for the entire period.

First place in such a record rightly belongs to the men who left college to enter some form of government service, in most cases the Army or Navy. The total number of students of this class is ninety-eight, while 255 college men enlisted in the Student's Army Training Corps and were ready for the call when peace came. Of the students in the Service at least twenty-five won commissions, and many of the rest attained the rank of non-commissioned officers.

Six members of the faculty responded to the call, in addition to those who rendered various kinds of service without surrendering their active connections with the University.

It would be impossible to mention all the important pieces of service done by graduates and former students. The highest ranking officer whom Buchtel may claim is Brigadier-Gen-

eral William S. Scott, a student during the years 1875 and 1876. Among the women, conspicuous service was rendered by Miss Mary E. Gladwin of the Class of '87, who held important positions as a Red Cross Nurse in Belgrade and later in Saloniki, serving during the entire four years of the war.

To those who gave up their lives in the struggle is reserved the place of highest honor in the regard of their fellow students and alumni. On the field of battle in France fell two men whom their Alma Mater will ever hold in memory: Lieutenant Thomas J. Quayle, '08, and Private Thomas B. Welker, '21. Not less admirable is the supreme sacrifice for country of Henry Laube, Roy J. Bohl, Bernard Adler, and Lee Pitzer, members of the S. A. T. C. who succumbed to influenza, and Leroy Myers, a former student, who gave his life in the same way. The University is proud to claim these men as her own and to perpetuate their memory.

The women of the University were no less active in the war service than the men. They worked long hours at Red Cross headquarters and at the Red Cross Shop. They contributed their cars and their time to the Motor Service Corps. They helped by sewing, by knitting, and by work in the various war campaigns. Some even took their lives in their hands and acted as nurses at the municipal hospital established during the influenza epidemic. The school is justly proud of its women and their achievements.

On October 1, 1918, a unit of the Students' Army Training Corps was installed at the University. During the preceding spring and summer, the University had already established a school for drafted men under the authority of the Committee on Education and Special Training of the War Department in order to train tire repair men and vulcanizers for the service of the Army. In all, some 500 men were thus trained, the unit strength being 100 men and the training period one month. The men were quartered in Crouse Gymnasium

and a temporary mess hall was built on the campus. After October 1, the vocational unit became the B Section of the S. A. T. C., and the collegiate unit became the A Section. A total of 255 men were enrolled in the A Section, making a grand total, with men held over, of nearly 400 men. These were quartered in a rented two-story building of brick and reinforced concrete, located near the campus. The following officers were in charge: Captain A. E. Aub (later transferred); Captain Earl Welsher; Lieutenant Charles Gottlieb (surgeon); Lieutenant R. B. Church (dentist); Lieutenant E. B. Hurrell (quartermaster); Lieutenant Kenneth Briggs; Lieutenant E. T. Morris; Lieutenant William Benua.

The S. A. T. C. was mustered out during December, 1918, and regular college work was resumed in January, 1919.

Naturally the war service of the University itself has centered largely in the work of its various departments. During the S. A. T. C. period, courses for special war purposes were given under the direction of the War Department. In this way the department of chemistry conducted an intensive course in preparation for the Chemical Warfare Service; the department of biology, with the co-operation of Professor Hopkins of the Kent State Normal College, gave a course in military hygiene; the engineering college gave a course in surveying and map making; and courses in military law, map reading and navigation, etc., were in preparation by other departments. Most interesting was the so-called War Issues Course, given under the direction of Doctor H. S. MacAyeal with the co-operation of the departments of history and social sciences. This was required of all S. A. T. C. men and was offered for the purpose of clarifying for the prospective soldiers the issues of the war and thus improving the morale of the Army.

Notable war service was rendered by the engineering college. Early in the period of the war it was selected, by the War Department, as one of the schools for the establishment

of an Engineer Reserve Corps, and this Corps was later extended to include students in the departments of chemistry and physics in the college of liberal arts. When the government school for vulcanizers and tire repair men was established in the spring of 1918, the supervision of class work on the co-operative plan was taken over by the engineering college, and more than 500 men were trained for the Service under its auspices, in co-operation with the leading rubber factories of the city, who generously provided space, instructors, and material. A further recognition of the co-operative idea was given when Dean Ayer of the engineering college was summoned to Philadelphia to install a training system in one of the government aircraft production plants in that city.

In conjunction with the Akron Automobile Club, the department of mechanical engineering conducted a course for automobile repair men. Lecturers and instructors were drawn from the faculty of the engineering college and from local garages and served without pay. Equipment for demonstration purposes was loaned by the garages and brought to the engineering college where all lectures were given. The practice work was arranged and supervised by the department of mechanical engineering with the full co-operation of the Akron Automobile Club. Twenty-five men completed the course. Evening courses given by the engineering college in Strength of Materials and Gas Engines were attended by students from the design departments of companies producing war munitions and by students from the U. S. Naval Aeronautical Corps. In addition, free use was made by a number of Akron companies engaged in war work of the machines in the testing laboratory of the engineering college.

The work of the department of chemistry in offering special courses in preparation for the Chemical Warfare Service has already been mentioned. During the fall of 1918, the U. S. Bureau of Standards established in the Knight Chemical Lab-

oratory a branch laboratory for the testing of rubber tires bought by the Government on specification in the Akron district and the territory west of Akron, amounting to about 70 per cent of all tire purchases by the Government. This government laboratory was in charge of a former student of Buchtel College, Mr. Arnold Smith. At least twelve graduates of the course in chemistry were employed in war service as chemists.

The classes of the night college were to a certain extent directed toward war purposes. The participation of the engineering college has already been mentioned. In addition, the classes in modern languages were especially adapted to the needs of the period, and a course in French for drafted men was carried on for three months with an enrollment of forty students. Of particular importance was the instruction in radio and buzzer work given for nearly two years in preparation for the Signal Corps, using instruments and equipment furnished by the Government. During the entire period about 200 men were enrolled and of these more than 100 were given certificates of proficiency.

The Curtis School of Home Economics was, by the nature of its work, given unusual opportunity to serve. During the first national campaign for food conservation, a week's test was given with a "diet squad" to prove the possibilities of conservation and substitution, and to lend added publicity to the movement. Innumerable canning demonstrations and food conservation lectures were given by the instructors, and some extension teaching was done by the students of the department. Courses outlined by the Food Administration were given to students as a regular part of the curriculum and much individual effort was expended in various sorts of committee and campaign service by teachers and students during the war period.

In co-operation with the Civilian Relief Committee of the Red Cross and with the Charity Organization Society, the department of social sciences offered during the spring of 1918 a training course to prepare volunteer workers for home service in the families of soldiers and sailors. In addition to attendance at twenty lectures by competent authorities, there was required a certain amount of outside reading and thirty-two hours of field work under the supervision of the Charity Organization Society. Twenty persons were enrolled in the course.

Conspicuous service was rendered by the department of physical training in the organization of military drill. Drill was first organized in the spring of 1917 under the direction of Professor George Bennett on a voluntary basis. In the fall of 1917, drill was made compulsory for every man in college and its direction was assumed by the physical director, Mr. Fred Sefton, who carried it on during the entire school year 1917-18. About seventy men were under training in the spring of 1917 and 150 men during the following school year. The student battalion reached a good grade of proficiency and, as a unit of the Home Guards, helped in the guarding of the Kent dam during 1917-18. During the summer of 1918, the physical director and eight members of the battalion were selected to attend the Government training camp at Fort Sheridan, Illinois, and all were tendered commissions as officers at the end of the eight weeks' course. An important service performed by certain students of the battalion was the drill instruction given by them to several hundred drafted men during the years 1917 and 1918. In the fall of 1918, the battalion was absorbed into the S. A. T. C.

A number of other departments deserve special mention for war activities: the English department co-ordinated its work closely with that of the course in war aims; the classical department supervised thesis work on important economic and military problems and had in preparation a course in military

law; the history department offered a course in current events since 1916 and modified other courses with a view to special study of conditions since 1870; the library raised a fund of \$120.75 for the American Library Association to furnish books for soldiers and sailors, collected over 500 volumes itself for the same purpose, and assisted in the food conservation work; the mathematics department gave preparation for men entering such branches of the service as coast and heavy artillery; thus every division of the University contributed its share toward the winning of the war.

An interesting point of contact with our allies has been established at the University through the residence here as a student since October, 1918, of Miss Marie Louise Cheval of Paris, France. Miss Cheval is one of the French women brought to this country as students by the Association of American Colleges and the American Council on Education, working with the French Government. She holds a scholarship given by the Directors of the University, and her living expenses are borne by the Women's Council of Akron.

In a summary of this sort the personal work of faculty members is not unimportant. Investigation shows that members of the teaching staff engaged in the following activities: sold liberty bonds and war savings stamps; campaigned for the war chest; did Red Cross Work; assisted with questionnaires; cultivated war gardens; acted as "Four Minute Men"; served in Home Guards; did special educational work, and served on food, fuel, and other special committees; all purchased liberty bonds and contributed to the war chest.

Especial mention should be made of the service of Dean F. E. Ayer and F. H. Nestelle in assuming entire charge of the housing and feeding of the student soldiers, the untiring work of Secretary C. R. Olin in handling the financial affairs of the S. A. T. C., and Dean A. I. Spanton's wise adminis-

tration of the University's affairs during the absence of President Kolbe on war service in Washington from March to June, 1918.

II

LIFE IN THE S. A. T. C.

As in all previous national crises, the college men of the country came to the front in the late world war and did their bit. Enlistments were heavy from the beginning, many going to the First Officers' Training Camps and into the ranks. The number leaving college for the service increased proportionately in 1918 with the regular operation of the draft and the development of the great American army. The situation was such that, with the lowering of the age limit to eighteen in August of that year, the very life of the colleges was at stake.

Realizing the need of trained men, the War Department, in connection with the Bureau of Education, set about devising means to avoid the suspension of college education, which would be the inevitable outcome in the ordinary course of events. In this work the University of Akron was signally honored by having its President, Doctor Kolbe, called to Washington for special work with the Bureau of Education. Two things were to be avoided: the creation of any specially privileged class, and the hindering in any way of the Government's program of ending the war as speedily as possible. The Students' Army Training Corps was the result.

Under the S. A. T. C. plan the college student was "voluntarily inducted" into the service and assigned to inactive duty at school. He was allowed to choose the branch of service he preferred to enter, and the course taken varied accordingly. The whole schedule was arranged on the assumption that all men of twenty would be called to active service

before January 1, 1919, and other ages at corresponding times. Special attention was paid to the technical courses and their application to war needs. In addition, a course in the War Aims of the United States was required of all. Thus it is seen the aim of the corps was to maintain a reserve of skilled technical men who were trained and efficient soldiers as well. The men received the rating and pay of a private, tuition and incidentals, and it was left to them to show whether they were fitted to enter an Officers' Training Camp, or some special technical service such as Chemical Warfare, or merely to remain as privates. Regular draft men were included in the corps under the vocational training section. Akron being the rubber center of the world, and the University of Akron the foremost and, up to a short time ago, the only educational institution offering a special course in the chemistry of rubber, it was only natural that our vocational section should be a tire repair "outfit," as they call it in the army. So much for S. A. T. C. in general. Now as to the Akron University unit in particular.

Our unit consisted of three companies, two collegiate and one vocational. From the very first we had the best of equipment. Our barracks were the equal of any in the state for comfort and sanitation. Uniforms and other equipment were all issued in due time, and everything was done for the well-being of the men. S. A. T. C. was formally inaugurated October 1, 1918, at 11:00 A. M. From that time military discipline was strictly enforced. First call at 5:45 A. M. and Taps at 10:00 P. M. were new hours entirely to the college man. Dances, theater parties, and nights with the boys were no more; but the college man didn't kick; in the true Buchtel spirit he hit hard the work before him. The knockers were found among those who went to college for S. A. T. C. only, men who really cared nothing for a college education. To

give some idea of the intensive training, here is our daily schedule:

First call, 5:45 A. M.; Reveille, 6:00; Mess, 6:25; Drill, 7:00-9:00; School, 9:20-12:00; Mess; School or study, 1:00-4:00 P. M.; Recreation (drill, physical exercise, and games). 4:30-5:30; Retreat, 6:00; Mess; Study, 7:00-9:00; Leisure (in which time you could wash and mend clothes, clean rifles, write to the "girl you left behind," go to the "Y," etc. Aside from that, nothing to do.) 9:00-9:45; Recall, 9:45; Taps, 10:00 P. M. Saturday afternoons, after inspection, were given over to inter-company contests. Sundays we usually had hikes into the neighboring country.

But in spite of the strenuous schedule we found time for fun and college pranks. Many ridiculous mistakes were made by the "rookies." The forms of reporting were many. Private Mahoney, for instance, entered the orderly room, smiling, swinging hat in hand, failed to salute, and said, "I heard you wanted to see me." Guard duty furnished a multitude of chances for mistakes. One Company B guard obeyed orders to the letter and refused to let a "cop" loiter on the post long enough to "ring in." Efficiency? I should say so!

Rumor, as everywhere in the army, had its place in S. A. T. C. The Ladies' Aid Society didn't have a thing on it. "Official" information was handy on all topics, Private Fox being the leading dispenser of news, although he had several rivals who were close seconds. "Straight from Fox," was a by-word when such information as news that we were to be issued sandals to go to Egypt was flying around.

Hallowe'en received appropriate recognition. The gang got wild, and Private Simmons found his blankets, mattress, etc., "somewhere in the barracks"—it's hard telling where. But the big celebration came the night that a new bunch of "rookies" came in after quarantine. The welcome they received was a mixture of warm and cold water alternately. The initiation continued into the small hours. A good many thought they had joined the navy by the way their bunks

rolled. Before taps a few had an introduction to the showers, both within the barracks and outside, and the cots accompanied them outside in some instances. The college Wallingfords got busy also and reaped a good harvest for "bunk fees" and floor spaces.

But not all jokes were on the men. One night Lieutenant Briggs, being O. D., was taking bunk checks. He came to an empty cot. By the light of a match he read the name, "George Bunk." "George Bunk" was accordingly reported A. W. O. L. The C. O. was puzzled. The company roster revealed no such name. He went upstairs to get the army serial number from the tag, and imagine his surprise when he found none, and only an empty cot. The truth of the matter was that there were several empty cots which the men used to pile overcoats on and called "George's Bunk." Someone had made out a bunk tag with this name which the O. D. had hastily read as "George Bunk." "George" suffered court-martial and was removed.

Company contests were in order every Saturday afternoon after inspection. The companies were well-matched, and the games of baseball, cage ball, football, and other sports were hotly contested. Company rivalry was fostered in drill, calisthenics, and play, and did much to maintain interest. In this the companies were ably led by their commanders.

Two other organizations resulting from barracks life were the band and the orchestra. The very first night saw a number of violins, mandolins, and cornets appear, and soon an orchestra, consisting of piano, three first violins, cello, three cornets, three trombones, and traps was organized and ready to furnish music for all occasions. The orchestra did a great deal to liven up the time of the quarantine period. The band was not so well known. It was really just getting into form when peace came.

The following, by a member of the band, expresses the facts of the case:

OUR BAND

There's something as rare as a day in June—
It's an army band that can play in tune.
When an army band can keep in time
With an army battalion, they're doing fine.

Our illustrious band—it numbers eleven;
The music we play reminds you of heaven;
Sure, we've a tuba, and everything;
Those that can't play—well, they just sing.

We go on the march with a lot of pep,
But for some reason we get out of step.
Our music reminds you much of jazz,
For our drum gets flat—with the rest of the brass.

We play "um-ta" when it plays "ta-um."
The army yells out, "The music is bum."
But what can we do? We do our best.
If you don't like the notes, we'll play the rest.

D. M., "A" Co.

Any account of our S. A. T. C. life would be incomplete without mention of the excellent work of the Y. M. C. A. Without Mr. Lerrick and Miss Karnaghan the quarantine days would have been unbearable. Did anyone want shoes, word from Ma or Pa, or something from home? The Secretary saw that he was helped out. The "Y" gave us many interesting and helpful entertainments. Motion pictures on Saturday or Sunday evenings were in order, and the boys surely did enjoy them. In one picture, where a soldier was giving his sweetheart the last, long, lingering kiss, a voice in the audience bawled out, "Take distance—MARCH!" Good officer material—heartless all over!

The "flu" epidemic dampened the spirit of the men during the last days of S. A. T. C. The unit had been under absolute quarantine from the time of organization to November 16,

but so efficient had been the measures taken to cope with the disease that we had not a single case during the period of quarantine. It was at Thanksgiving that the "flu" struck us, a time when all the men had twenty-four-hour passes. Coming just prior to the disbanding of the S. A. T. C., it was especially to be regretted. The men living in Akron were allowed to go to their homes, reporting only for formations. A few volunteered for hospital duty and assisted in the care of their less fortunate comrades. Fortunately the death rate was kept exceedingly low. Four men died: Privates Roy Bohl, Herman Laube, Lee Pitzer, and Bernard Adler. Great credit is due our surgeon, Lieutenant Gottlieb, for the splendid medical record of the unit, a record entirely due to his unremitting care and attention. Demobilization was rushed and was practically complete December 21, 1918.

What did the unit accomplish? Was the S. A. T. C. a success? There seems to be a prevalent idea that the S. A. T. C. was something of a failure. Perhaps it was. In many instances undoubtedly it was, especially at the large universities. The writer has had the privilege of discussing this with army officers and with both students and faculty from other schools, and is convinced that one big cause for failure was the lack of co-operation between the military and collegiate authorities. This happily was not the case at Akron University. The Akron unit was especially fortunate in the personnel of officers. Captain Welsher, the Commandant, an experienced army man, was universally respected; the men would do anything for him. With him at the head, success was assured. Moreover, our college authorities handled their part of the task in their usual efficient manner. The result was that everything seemed to go harmoniously.

Like every other new plan, the S. A. T. C. had its imperfections. Facilities for study were not of the best to get the most out of the classroom work. The main cause of failure

in this respect was in the men themselves, and no doubt it would have been corrected in time by their coming to realize that to succeed meant to work. Some effects of the S. A. T. C. were decidedly good. Lessons of discipline and self-control were taught, which are bound to influence the future lives of the men in civic affairs. Physically the men were undoubtedly better off for the training; regular hours and systematic drill could not help having a beneficial effect. As to its value as a military machine, no estimate can be given, for it barely had a start. The truth is that the entire plan had a powerful combination against it in the form of circumstances. The unsettled conditions resulting from the "flu" epidemic, together with the unexpected end of the war, really gave no chance for any adequate testing of the worth of the organization. In view of all the conditions of the S. A. T. C. period, it is perfectly safe to say that the S. A. T. C. at Akron University was a success.

III

Among Buchtel students—whether undergraduate or alumni—who served overseas during the Great War, none did more significant service than Miss Mary Gladwin, '87, of the Red Cross. As suggestive of the actual horrors of war experienced by those who went to the front, we supplement Mr. Osborne's account of the S. A. T. C. with a letter written by Miss Gladwin to President Kolbe and published in *The Alumni Quarterly* in the summer of 1915:

"The American Hospital,
Belgrade, Serbia, May 25, 1915.

"My dear Dr. Kolbe:

"The hospital gardener sent me a bunch of pink roses, and immediately, although my eyes looked out over the waters of the Saure and the Danube, and with Zemlin just across, my mind saw old Buchtel and the scene of the roses brought back graduation days of the past.

"My plans for last year were all for naught, as were the plans of many hundreds of earth's people. Last June I felt that at

last I was in a position to take an active interest in the Alumni Association, and was very pleased to be on several committees, and then I meant to work for my Master's degree. The work was to have been in history and sociology. History and sociology —well, I have seen history made and have learned more sociology than the books teach.

"Although we proudly fly the American flag, and Austria has promised to regard the hospital grounds as neutral territory and has made every effort to keep her promise, our position is such that Austrian shells burst about us on most days. Most of the time the French aviators fly over us, bringing, as a matter of course, the Austrian fire. The other day a French and an Austrian machine met directly over us, and we heard and saw a small battle in the air. For months we were under bombardment; many a night I have gone to sleep watching that flash of the guns reflected on my walls and listening for the report. It became so much a matter of course that it was only when the firing ceased that we noticed anything unusual.

"The Serbians evacuated Belgrade in the night, and during the two or three days before the coming of the Austrians the whole place shook with the terrific thunder of the French guns using up their ammunition so that it would not fall into the hands of the enemy. Then the coming of the Austrians. They seemed in number like the sands of the sea as they marched and rode down the street past the hospital. After a few days the wounded began to come; at first dozens, then by the hundred, then by the thousand. The beds were soon all filled, three men in a bed; wounded under the tables and in every corner. There was very soon only a narrow lane down our broad hospital corridors. We literally walked over the dead and the dying. Men begged and prayed for help and waited hours for even a drink of water. A university graduate lay three days outside the office door, badly wounded, hungry and thirsty, but chiefly distressed because for seven weeks he hadn't been able to wash his hands. He remained on the floor three days before being started across the river, and his hands were still unwashed.

"At two o'clock one morning, when we had been doing dressings for thirty-six hours without stopping, one of the doctors came to me with: 'If I should pour cold water over coffee could a man drink it?' He had a man on the table who, wounded, had lain in the woods a week, or nine days to be exact, shot through the chest, with neither food nor drink, and with frozen feet. I shall always be glad to remember that I took time to do an unnecessary thing—to make him a cup of coffee over an alcohol lamp—and that somebody fed it to him a teaspoonful at a time.

"We were told, 'The war in Serbia is over; there is nothing left but the shouting.' Then one day we heard firing in the

distance; it continued, growing nearer and louder for four days, and then, from every window, we saw the Austrians in retreat, saw part of the last battle, and the next day the Serbians were aga'in in possession of the city. Since then the bombardment has been spasmodic. For example, after several weeks of quiet, Sir Thomas Lipton being here, a dinner was planned for him; two messengers were sent out with the invitations; one was wounded, the other killed, and about eighty other people killed when the firing suddenly reopened.

"The nurses have been ordered to start for the hospital whenever firing starts. Hurrying homeward one day, they met a man of their acquaintance, who laughed, saying they were as safe on the street as anywhere. After they had passed him about twenty yards they heard a shell very near, looked back, and saw that their acquaintance had been killed.

"In addition to all the horrors of war, we have known what it means to be both cold and hungry, and—worse still—we are just at the finish of a typhus epidemic. The chief of our mission, Dr. Ryan, and four of my nurses are now convalescing from that disease.

"Sincerely yours,

"Mary E. Gladwin."

THE REFUGEES

(*This poem was written by David Darrah, '17, while with the Mallet Reserve, a fighting unit in the motor transport service in France.*)

Yellow flowers
And greening trees
Skirt the roads
Where the refugees
Flee from the wrath
Of the coming Hun;
Fields deserted
'Ere growing's begun.

Almost hidden
In dirt and dust,
Leaving their homes
Because they must,
Women in black
For sons they lost—
Ah, war is waged
At a terrible cost!

In high ox-carts
The children, too,
Gaze in wonder
At sights so new,
Though grief and pain
In their mother meet
And she says with a sigh,
"Mes pauvres petites."

Trudging along
By the oxen's head,
The father walks
With steps of lead.
No more for him
Grenade and gun.
Released by age,
He had just begun

A peaceful life
After war's alarms,
In the fields and woods
On this quiet farm,
When once again
The Blond Beast came,
Bringing destruction,
Death, and flame.

Slowly along
The dusty road
Oxen labor
Beneath their load,
And soldiers stir
In their roadside grave
And weep for the living
They died to save.

"In an age of fops and toys,
Wanting wisdom, void of right,
Who shall nerve heroic boys
To hazard all in Freedom's fight,—
Break sharply off their jolly games,
Forsake their comrades gay
And quit proud homes and youthful dames
For famine, toil and fray?
Yet on the nimble air benign
Speed nimbler messages,
That waft the breath of grace divine
To hearts in sloth and ease.
So nigh is grandeur to our dust,
So near is God to man,
When Duty whispers low, 'Thou must,'
The youth replies, 'I can.' "

From Ralph Waldo Emerson's *Voluntaries*.

APPENDIX

The editor will appreciate it if readers will kindly notify him of any errors or omissions in the Appendix. Doubtless there are many, as the information available for much of the material included is either uncertain or very incomplete.

(Except in the Athletic Scores and the list of persons who have been granted honorary degrees, names of persons known to be deceased are starred.)

ORIGINAL INCORPORATORS OF BUCHTEL COLLEGE

*Rev. J. S. Cantwell, D. D.
 *Col. Geo. T. Perkins
 *Henry Blandy
 *Rev. George Messenger
 *Rev. B. F. Eaton
 *O. F. Haymaker
 *John R. Buchtel
 *Rev. H. F. Miller
 Rev. E. L. Rexford, D. D.

Rev. H. L. Canfield, D. D.
 *Judge Newell D. Tibbals
 *Rev. J. W. Henley, D. D.
 *Judge E. P. Green
 *Willard Spaulding
 *George Steese
 *Rev. Andrew Willson, D. D.
 *James A. Lantz

PRESIDENTS OF THE BOARD OF TRUSTEES

*John R. Buchtel 1870-92
 *Ferdinand Schumacher 1892-4
 *George W. Crouse 1894-1904

*Augustus B. Church, D. D. 1904-12
 Parke Rexford Kolbe, Ph. D. 1913-

TRUSTEES OF THE COLLEGE

Adams, F. H.	1911-3
Albrecht, F. W.	1911-3
Anger, J. D.	1870-3
Arbogast, J. A.	1897-1909
*Badger, D. Irving	1896-1902
Baldwin, W. B.	1911-3
Beebe, Horace Y.	1881-3
Binns, E. T.	1903-6
Birkey, James L.	1877-8
*Blandy, Henry	1870-3
*Boszar, Henry	1875-91
Briggs, H. B.	1901-9
*Buchtel, John R.	1870-92
*Buchtel, William	1901-5
*Burnham, S. M.	1870-1
	1879-94
Canfield, H. L.	1870-90
	1900-3
Cannon, A. V.	1906-11
*Cantwell, J. S.	1870-81
*Carlton, W. L.	1899-1913
Case, George L.	1892-1903
*Christy, Will	1909-13
*Church, A. B.	1898-1912
Clark, R. A.	1907-13
Cochran, J. R.	1870-1
*Conger, A. L.	1881-3
	1895-7
Cooke, Frank M.	1905-13
*Crouse, George W., Sr.	1872-5
	1839-1912
Crouse, George W., Jr.	1912-3
*Doyle, Dayton A.	1889-96
	1911-3
*Eberly, Isaac	1873-5
*Eddy, John F.	1889-95
Firestone, H. S.	1912-3
Fisher, Frank T.	1903-6
Ford, James	1904-13
*Foster, Charles	1870 (May to December)
*Garver, John A.	1875-7
Goodrich, Charles C.	1903-8
*Grandin, J. L.	1871-4
*Green, E. P.	1870-95
*Griffin, A. B.	1898-9
*Hathaway, I. N.	1896-1901
*Haymaker, O. F.	1870-1 1906-7
Henry, Carl F.	1897-1906
*Henry, M. W.	1871-80
Hidy, Joseph	1882-93 1906-13
Hord, George M.	1872-5
Hotchkiss, H. V.	1902-5
Kelly, H. A.	1903-13
Kohler, A. A.	1905-13
Kolbe, Parke R.	1913
Loomis, J. P.	1912-3
Mack, W. A.	1874-5 1878-81
Marks, A. H.	1911-3
Marvin, Ulysses L.	1897-1902
Mason, E. G.	1910-3
Mason, F. H.	1900-6
*Maynes, Alex. W.	1896-1903
McCollester, Lee S.	1902-13
*Messenger, George	1870-2
*Moore, Henrietta G.	1893-1900
*Morey, H. L.	1883-6
*Motz, J. A.	1886-9
Nash, C. E.	1886-9
Noah, A. H.	1910-3
*Owen, Selwyn N.	1884-6
*Pendleton, J. H.	1874-92
*Perkins, George T.	1870-97
Pierce, Frank	1894-7
*Pierce, Gen. James	1870-5

*Pierce, Jonas J.	1875-94	*Spicer, A. A.	1881-3
Raymond, C. B.	1909-13	*Spicer, Avery	1870-81
*Rice, J. F.	1878-81 1889-95	Stearns, A. A.	1883-1904 1906-9
Rexford, E. L.	1870-8	Stephens, Charles H.	1886-9
Roach, A. E.	1907-10	*Stevenson, M. D.	1911-3
*Robinson, Charles J.	1881-6	Stone, Nelson	1913 (June to December)
*Ryder William H.	1883-4	Thompson, Samuel L.	1897-1900
Saalfield, A. J.	1909-13	*Tibbals, N. D.	1870-1909
Sawyer, W. T.	1896-1907	*Tinker, A. B.	1891-7
*Schumacher, Abby S.	1892-7	*Trowbridge, J. T.	1875-81
*Schumacher, Ferdinand	1875-1900	Tucker, Robert	1901-5
Seiberling, F. A.	1911-3	*Voris, Alvin C.	1870-89
*Seiberling, J. F.	1870-2	*Wieland, Philip	1870-7
Shead, S. H.	1871-4	*Willson, Andrew	1872-1912
*Slade, William H.	1880-98		
Smith, Eberly D.	1897-1900		

DIRECTORS OF THE MUNICIPAL UNIVERSITY OF AKRON

Anderson, Geo. M.	1920-	Kolbe, Parke R.	1914-20
Baldwin, William B.	1914-6	Litchfield, P. W.	1916-
Beery, Clyde F.	1916-	Loomis, James P.	1914-
Carlton, Clarence	1914-6	Palmer, J. Asa	1916-20
Cooke, Frank M.	1914-	Putt, Wilson A.	1914-6
Eager, William H.	1916-	Seiberling, F. A.	1914-16
Haphael, F. M.	1916-	*Stevenson, Mark D.	1914-6
Held, E. R.	1920-	Thomas, John W.	1920-
Kohler, Albert A.	1914-20		

CHAIRMEN OF THE BOARD OF DIRECTORS

Kolbe, Parke R.	1914-6	Cooke, Frank M.	1916-
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CLERK OF THE BOARD OF DIRECTORS

Olin, Charles R.	1914-
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PRESIDENTS OF THE COLLEGE

*Sullivan H. McCollester, D. D., Litt. D.	1872-8	Ira A. Priest, D. D.	1897-1901
Everett L. Rexford, D. D.	1878-80	*Augustus B. Church, D. D., LL. D.	1901-12
*Orello Cone, D. D.	1880-96	Parke Rexford Kolbe, Ph. D.	1913-
Charles M. Knight, Sc. D. (ad interim)	1896-7	(President of the University, 1914-)	

SECRETARIES OF THE COLLEGE

*Sanford M. Burnham	1870-7 1879-9	*Albert B. Tinker, M. S., LL. B.	1879-91
*Andrew Willson, D. D.	1877-8	Charles R. Olin, M. S.	1891-

TREASURERS OF THE COLLEGE

*George W. Crouse	1870-5	*Albert B. Tinker	1891-7
*James T. Trowbridge	1875-80	Charles R. Olin, M. S.	1897-1912
*Joy H. Pendleton	1880-91	Andrew H. Noah	1912-3

FINANCIAL AND GENERAL AGENTS OF THE COLLEGE

*D. C. Tomlinson	1872-5	*William F. Crispin	1881-6
	1877-8	Henry L. Canfield, D. D.	1886-7
*Andrew Willson, D. D.	1875-7	Arthur A. Stearns, A. M.,	
*H. F. Miller	1870-2	LL. B.	1887-9
	1878-9	Julius O. Simmons	1891-2

FACULTY

(From the founding of the institution in order of appointment, by departments.)
(Italic type indicates heads of departments. Dates are for entire length of service whether as head of department or not.)

ANCIENT LANGUAGES

* <i>Nehemiah White, A. M.</i> , 1873-5
Wallace Mayo, <i>A. B.</i> , 1873-6
* <i>Mary E. Stockman, L. A.</i> , 1887-98
* <i>I. B. Choate, A. M.</i> , 1875-8
<i>Mary B. Jewett, B. S.</i> , 1884-92
<i>George A. Peckham, A. M.</i> , 1878-80
* <i>Benjamin T. Jones, A. M.</i> , 1880-2
* <i>W. D. Shipman, A. B.</i> , 1882-95
* <i>Charles C. Bates, A. B.</i> , 1882-1902
<i>Joseph C. Rockwell, A. M., Ph. D.</i> , 1902-
<i>M. Alice Rines Hitchcock, A. M.</i> , 1908-9

ENGLISH AND RHETORIC

<i>Miss H. F. Spalding, L. A.</i> , 1872-5
* <i>Miss Hattie Lowdan</i> , 1872-3
<i>Miss Susie Chamberlain, B. S.</i> , 1873-87
* <i>Benjamin T. Jones, A. M.</i> , 1879-80
* <i>Helen S. Pratt, L. A.</i> , 1881-6
<i>Mrs. A. T. VanLaer</i> , 1887-8
<i>Maria Parsons, A. M.</i> , 1880-4, 1897-1905
<i>Mary B. Jewett, A. B.</i> , 1884-92
<i>Margaret G. Bradford, A. B.</i> , 1892-3
<i>Ellen E. Garrigues, A. M.</i> , 1893-7
<i>Albert I. Spanton, A. M.</i> , 1905-
<i>Katherine Merrill, A. M.</i> , 1908-10
<i>Margaret I. Wilson, A. M.</i> , 1910-12
* <i>Frank D. Sturtevant, A. M.</i> , 1912-20
<i>Luke S. Brickley, A. B.</i> , 1915-7
<i>Lillian Morse Cullum, A. B.</i> , 1917-8
<i>Mrs. Earl Welsher, A. M.</i> , 1918-9
<i>Earle Barton Howe, A. M.</i> , 1919-
* <i>Mrs. Claude E. Chain, Ph. B.</i> , 1920

MODERN LANGUAGES

* <i>Carl F. Kolbe, Ph. D.</i> , 1872-7, 1878-1905 (Professor Kolbe taught the first class in Buchtel College, September 11, 1872)
* <i>G. H. C. McGrew, A. M.</i> , 1877-8
<i>Parke R. Kolbe, Ph. D.</i> , 1905-8
<i>Charles Bulger, A. M.</i> , 1919-

GERMAN LANGUAGE AND LITERATURE

Parke R. Kolbe, Ph. D., 1908-
Charles Bulger, A. M., 1910-19
Charles O. Rundell, B. S., 1914-5
Eleanor Schmidt, Ph. B., 1914-5
Edward von Janinski, A. B., 1914-7

ROMANCE LANGUAGES

Sarah De Maupassant Plaisance, A. M., 1908-13
M. Alice Rines Hitchcock, A. M., 1913-19
Henri Morin, B. Com. Sci., 1915-6
Albert A. Shapiro, Ph. D., 1917-8
Katherine M. Reed, A. M., 1918-
Theophile Dambac, B. es L., 1918-9
Albert Tuller, A. B., 1914-

PHILOSOPHY

**S. H. McCollister, A. M., D. D.*, 1872-8
E. L. Rexford, D. D., 1878-80
*i*Orello D. Cone, D. D.*, 1880-96
Ira A. Priest, A. M., D. D., 1897-1901
**Augustus B. Church, D. D., LL. D.*, 1900-2

PHILOSOPHY AND SOCIOLOGY

Oscar E. Olin, A. M., LL. D., 1902-

POLITICAL SCIENCE AND ECONOMICS

Oscar E. Olin, A. M., LL. D., 1902-19
Earl Willis Crecraft, Ph. D., 1919-

MATHEMATICS

**Alfred Welsh, A. B.*, 1872-4
*i*Elias Fraunfelter, A. M., Ph. D.*, 1874-83
G. A. Peckham, A. B., 1878-80
*i*J. H. Aydelotte, B. S.*, 1880-4
George S. Ely, Ph. D., 1883-4
Chas. S. Howe, B. S., Ph. D., 1883-9
Philip G. Wright, A. M. B., 1884-6
Tracy L. Jeffords, Ph. B., 1884-6
Charles R. Olin, M. S., 1888-91, 1897-
Hermas V. Egbert, A. M., 1889-1903, 1917-
**Willard H. VanOrman, B. S.*, 1891-3
John W. Slempy, A. M., 1893-4
Frank M. Morrison, A. M., 1903-5
Wilfred H. Sherk, A. M., 1905-6
Max Morris, A. M., 1914-20
John L. Jones, Ph. D., 1920-
John W. Bulger, B. C. E., 1919-

MATHEMATICS AND PHYSICS

Paul Biefeld, A. M., Ph. D., 1906-11
Clarence R. Weed, 1909-10
Francis J. Holder, A. M., Ph. D., 1911-2
Sidney J. Lockner, A. M., 1912-8
Dean Ober, E. E., 1913-4
Bernard W. Adams, B. S. in Engineering, 1916-7

PHYSICS

William H. Cullum, A. M., 1917-8
 Richard W. Evans, M. S. in E. E., 1915-6
F. F. Householder, A. M., 1918-

CHEMISTRY AND PHYSICS

Charles M. Knight, A. M., Sc. D., 1884-1907
 Joseph H. James, B. S., Ph. D., 1895-7

CHEMISTRY

Charles M. Knight, A. M., Sc. D., 1907- (retired as professor-emeritus in 1913)
Hezzleton E. Simmons, M. S., 1910-
 Frederick G. Jackson, M. S., 1912-3
 Elvah Grafton, B. S., 1912-3
 Lloyd Van Doren, Ph. D., 1913-4
 Arden E. Hardgrove, B. S., 1913-
 K. Dolbeer Smith, B. S., 1913-16
 William F. Zimmerli, Ph. D., 1914-7
 Robert L. Sibley, A. M., 1914-8
 Burt H. Yackee, B. S., 1917-8
 Richard H. Schmidt, A. M., 1918-
 Ethel J. Weiler, A. M., 1918-9
 C. A. Carlton, B. S., 1918-9
 Florence N. Schott, B. S., 1919-20
 Elmer V. Hjort, B. S., 1919-20
 Imogene J. Myrland, B. S., 1920-
 T. Robert Schweitzer, B. S., 1920-

NATURAL SCIENCE

**S. F. Peckham, A. M.*, 1872-3
Sarah M. Glazier, A. M., 1873-4
 **Alfred Welsh, A. B.*, 1874-5
Charles M. Knight, A. M., Ph. D., 1875-84
Charles W. Foote, A. M., Sc. D., 1881-2
 **Edward W. Claypole, B. A., B. Sc. (London)*, F. R. G. S., 1884-97
 **Samuel P. Orth, B. S., Ph. D.*, 1897-1902
 **Charles Brookover, A. M., Ph. D.*, 1902-13
 Francis L. Whitney, A. B., 1907-8
Emily Ray Gregory, Ph. D., 1913-5
Amon B. Plowman, Ph. D., 1915-
 Carl C. Speidel, Ph. B., 1917-8
 Dorothy Walters Burton, M. S., 1918-20

HISTORY

Dora E. Merrill, 1885-92
 Margaret G. Bradford, B. A., 1892-3
 Ellen E. Garrigues, A. M., 1893-7
 Maria Parsons, A. M., 1897-1905
 Oscar E. Olin, A. M., LL. D., 1905-14
Elizabeth A. Thompson, A. M., 1914-

ELOCUTION

Mrs. Anna P. Tucker, 1881-2
 Mrs. Ada E. Metcalf, 1884-5
 Susie Chamberlain, M. S., 1886
 Ada M. Mariner, M. S., B. O., 1886-90
 Cecil Harper, A. M., 1890-1
L. Alonzo Butterfield, A. M., Ph. D., 1891-5
 Mrs. A. M. Garrigues, 1895-7
L. Elmie Warner, Ph. B., 1897-1900
 Carita McEbright, A. B., 1900-1, 1910-
 Maude Herndon, B. S., 1901-2
 Maude Caruthers, 1902-3
 Anna M. Ray, 1903-6
 Louise Forsythe, 1906-8
 Katherine Merrill, A. M., 1908-10

PRINCIPAL PREPARATORY SCHOOL

Jennie Gifford, B. S., 1879-98
 Oscar E. Olin, A. M., 1898-1905
 Godfrey C. Schaible, 1905-6
 Charles O. Rundell, B. S., 1906-13

PHYSICAL EDUCATION

Frank Haggerty, LL. B., 1910-5
 Frederick Sefton, B. S., 1915-

ENGINEERING SCHOOL

Fred E. Ayer, C. E., Dean 1913-
 Max B. Robinson, M. E., 1916-20
 George E. Bennett, A. B., LL. B., 1916-7
 J. S. Mathewson, M. E., 1916-7
 Ross C. Durst, C. E., 1917-
 Joseph W. March, E. E., 1919-20
 Clarence O. Egdahl, A. B., 1919-

LAW

*Albert B. Tinker, M. S., LL. B., 1883-90
 *L. K. Mihills, 1885-6
 Frederick C. Bryan, A. B., LL. B., 1891, 1894-6
 Judge Charles R. Grant, 1891-4

MUSIC

Gustav Sigel, 1873-8, 1885-98
 *Mrs. A. P. Rexford, 1878-80
 Arthur S. Kimball, 1880-2
 Ella H. Morrison, 1880-2
 Effie C. Cartwright, 1882-3
 Jennie P. Johnson, 1882-5
 George F. Lane, 1883-4
 Edwin S. Metcalf, 1884-5
 Claus Wolfram, 1885-9
 James K. Pleasants, 1885-8
 Emily Louise McIntosh, 1885-8

Helen P. Briggs, 1885-7
 Anna Mellor Schieb, 1887-8
 Annie A. Black, 1889-91
 Mattie E. Firey, 1891-3
 Alfred G. Cogswell, 1892
 M. Carlyle Sylla, 1893, 1894-7
 Sybil A. Caskey, 1893-4
 Dann S. Gage, 1893-4
 Katharine S. Parsons, 1895-7
 Estelle F. Musson, 1897-1902
 Edwin S. Douglas, 1898-9
 Mabel C. Goodwin Koons, 1898-1902
 Charles E. Clemens, 1902-3
 Albert H. Hurd, 1902-3
 Carl Dueringer, 1902-3
 *Lucy Ione Edgerton, 1902-6
 Harold G. Hutchins, 1904-5
 Isabelle Kennedy, 1906-11

ORNAMENTAL BRANCHES

Mrs. S. E. Hershell, 1875-6
 Fannie A. Parmelee, 1874-5
 Mrs. S. P. Choate, 1875-8

PAINTING AND DRAWING

Mrs. Kate D. Jackson, 1882-4
 Emma P. Goodwin, 1885-6
 *Alexander T. VanLaer, 1886-90
 Stella S. VanLaer, 1889-90
 Bolton Coit Brown, 1890-1
 Minnie C. Fuller, 1891-1900
 D. B. Hassinger, 1900-1
 May F. Sanford, 1901-11

NORMAL DEPARTMENT

*H. D. Persons, 1872-3
 Jennie Gifford, 1874-92
 *Samuel Findley, 1892-4

PENMANSHIP

Miss Emma Miller, 1873-4
 J. M. Baldwin, 1878-9, 1882-5, 1886-9
 William H. Shinn, 1885-6

PRECEPTRESS OF CURTIS COTTAGE

Caroline E. Bliss, 1905
 Alice F. Mallory, 1906-7
 Mrs. Fannie Brookover, 1906-7
 Mrs. S. M. McIlhinney, 1907-12
 Mrs. Lucy L. Davis, 1912-4

LIBRARIAN

*W. D. Shipman, 1874
 C. R. Olin, 1895-1903
 Oscar Schreiber, 1903-5
 Hallie Tillson, 1905-12
 Rena B. Findley, 1912-
 Josephine A. Cushman, B. L. S., 1919-

ATHLETIC COACH

Clarence R. Weed, 1909-10
 Frank Haggerty, LL. B., 1910-5
 Frederick Sefton, B. S., 1915-

ARCHITECTURAL DRAWING

Julius Boenish, 1914-7

MILITARY SCIENCE AND TACTICS

Glenn H. Anderson, Captain Infantry U. S. A., 1919-
 Roy O. Olson, 1st Sergeant Infantry U. S. A., Unassigned, 1919-

ALUMNI

CLASS OF 1873

Chamberlain, Susie E.
 Pierce, James B.
 *Saxe, Charles T.
 Sisler, Anna C.

CLASS OF 1874

*Fleming, Anna E.
 Garver, Ella M.
 *Gaskin, William E.
 Howard, Elsie A.
 *Hyde, Cora E.
 *Prior, Emory A.
 *Ridgeway, Demma
 *Ridgeway, Ida
 Smelzer, Sara L.
 *Vaughn, Adella

CLASS OF 1875

*Calder, Antoinette R.
 *Cox, L. May
 McAlpine, George A.
 Peckham, George A.
 *Robinson, Charles J.
 *Robinson, Nellie
 *Titus, Lettie L.
 Voris, Edwin F.

CLASS OF 1876

Fullington, Walter C.
 Hidy, Joseph
 Jewett, Mary B.

Kelly, Donna D.
 Kelly, Walla L.
 *Laws, Mara E.
 *Pleasants, George S.
 Rowe, Kitty L.
 *Sampsell, Warren Wilberforce
 Shipman, Inez L.
 *Tinker, Albert B.

CLASS OF 1877

Bogue, Byron J.
 *Ginn, Alvin R.
 Hamilton, Fremont C.
 Houston, Lizzie
 Ralston, Arthur M.
 *Risinger, John
 *Shipman, William D.
 Slade, Lizzie U.

CLASS OF 1878

*Baird, Herbert Wells
 Carter, Frank Noah
 Chisnell, Clara Victoria
 *Doyle, Dayton A.
 *Voris, Lucy

CLASS OF 1879

*Beatty, Orin Charles
 *Jones, William Hidy, Jr.
 Kelley, Hermon Alfred
 McEbright, Katherine M.
 *Pleasants, William Hall
 Risinger, Abel
 Stearns, Arthur Adelbert

CLASS OF 1880

- *Aydelotte, James Henry
- *Guthrie, Augustus Jonathan
- Koon, Frank Webster
- Tomlinson, Irving C.
- Tomlinson, Vincent E.
- *Wilson, Horatio Trace
- Wright, Charles Baker

CLASS OF 1881

- *Kuhlman, Agnes
- Miller, Paul Raymond
- Thompson, John Caldwell

CLASS OF 1882

- Bourne, Marion Edgar
- De Assumpcao, Carlos
- DeCrow, Hattie Josephine
- Hawk, Carrie Belle
- Herrick, Oakley Cannon
- Laughhead, Mary Maria
- *Motz, Jacob Anton
- *Pleasants, Charles S.
- *Stall, Norman Arthur
- Wright, Minnie
- *Yates, Will Van Ness

CLASS OF 1883

- Chesrown, Elias L.

CLASS OF 1884

- Garber, Frank Webster
- *Hyre, Alonzo Eugene
- *Payne, Frank Owen

CLASS OF 1885

- Acomb, Lillian
- *Bock, Charles Skultus
- Bock, Mae Cecelia
- Church, Charles Newton
- Crissinger, Daniel Richard
- Emery, William John
- *Grandin, Frank Samuel
- *Krenzke, Mary Gertrude
- Koon, John Garibaldi
- Olin, Charles Russell
- Schumacher, Frank Adolph
- *Soule, Abbie Caroline

CLASS OF 1886

- Bettes, Maurice
- Danforth, Lucy
- Ford, James
- Hill, Calvin
- Moore, Lillian Richards
- Page, Ernest Clifford
- Pardee, James Douglas
- Phillips, Ellery Orvin
- Pleasants, James Kirby, Jr.
- Rothrock, Edgar Sylvanus
- Slade, Marion Belle

Thompson, Samuel Lennon
Webb, Mary Grace
Welsh, Elmer Ellsworth

CLASS OF 1887

- Clark, Emma Eliza
- Dages, Nell Frances
- *Felt, Elmer Jay
- Ford, William Sherman
- *Getz, William
- Gladwin, Mary Elizabeth
- Gorton, Gracia Bell
- Henry, Herbert Hack
- Jones, Cary
- *Kingsbury, Elizabeth
- Kohler, Albert Andrew
- *Maynes, Alexander W.
- Olin, James Davis
- *Pixley, Frank S.
- Rummel, Luella Zeruah
- Sawyer, William Thomas
- *Sibley, Mary Dow
- Smith, John Robert
- Stuart, Frederick H.

CLASS OF 1888

- Bleekman, Addie Louise
- Emerson, George Burson
- *Lawrence, Edith Maynard
- Marvin, Mabel
- *McMillen, Mary

CLASS OF 1889

- Barnett, Bertha Blehmer
- Briggs, Herbert Bruce
- Cone, Edwin Frank
- Danglade, Ernest
- *Harris, Madge Putnam
- Holcomb, Willard Anselm
- McIntosh, Emily Louise
- Matthews, Gertrude Helen
- Palmer, Joseph Asa

CLASS OF 1890

- *Bonner, Edwin Percy
- Coit, Arthur Clinton
- *McGillicuddy, Kate Leora
- Pardee, Ethelbert Kenneth
- Ransom, Eugene
- *Rowley, Arthur James
- Smith, Halbert Dennis
- Tame, Alfred George
- *White, Fred Harmon
- Wieland, Franklin Grant

CLASS OF 1891

- *Ackley, Wilbur Walton
- *Andrew, Vernon Robert
- Baldwin, William Benson
- Cooke, Francis Marion

Findley, Edwin Leigh
 *Fries, George Frank
 Henry, Carl French
 Howe, William Woods
 Moore, John Clark
 Myers, Robert Augustus
 Perry, Inez Laura
 Pixley, Orla C.
 Sisler, Jennie Lenore
 Tucker, Robert
 *VanOrman, Willard Henry

CLASS OF 1892

Cannon, Austin V.
 *Chaney, Lizzie Josephine
 Claypole, Agnes Mary
 *Claypole, Edith Jane
 Cole, James Ethan
 *Gayer, William Carl

CLASS OF 1893

Coffey, William Taton
 Cole, Edith Maora
 Eberhard, LeRoy Crockett
 *Fehr, Peter
 Greene, Isabella Moore
 Hardin, Willet Lepley
 *Holcomb, Orin Grant
 Hollinger, Myrven John
 Keller, Alvin S.
 Kingsbury, Benjamin Freeman
 Koenig, Charles William
 McLean, Johnson Brown
 Myers, Burton Dorr
 *Osborne, Robert J.
 Putnam, William Pitt
 Seideman, Edward Samuel
 Shipman, Charles Hiram
 Slade, Alice Cary
 Thomas, Anna Elizabeth

CLASS OF 1894

Bargar, Margaret Elizabeth
 Bateson, Carolynne Elinore
 Clark, Harry Worthy
 Dean, Eva Ellen
 Dean, Origen Stone
 Findley, Samuel Emerson
 Herriff, Amy Irene
 *Hollenbeck, Harland
 James, Joseph Hidy
 Mathew, Taca
 Musson, Frances Estelle
 Schuman, Neva Grace
 Seidman, Arthur
 Simpson, John Hayward
 Snyder, Harry Lee
 Serrick, Cora Jennie
 Stutzman, Ada Mary
 Taber, Gertrude

Teeple, Arthur Rowe
 Thomas, John Lewis
 Webster, Carlos Greene
 West, Mary Zubia

CLASS OF 1895

Druley, Bertha Matellee
 Hibbard, Allen Hale
 Hovey, Clarke Samuel
 Kennedy, Herbert Wells
 Parker, Lula Elizabeth
 Pierce, Hattie Certrude
 Pitt, Wilson Arbingast
 Stockman, Avah Maude

CLASS OF 1896

Andrews, Mary Elizabeth
 Armstrong, Arabella Ruth
 Bell, Carrie
 Brophy, Elizabeth Mary
 Couden, William
 Foltz, Esgar Bowen
 Harpham, Emily Congreve
 *Laughhead, Catherine
 Lukesh, Edward Frank
 Mumford, Eben
 Petty, Charles Ellsworth
 Pfaff, Philippina Maria
 Underwood, Chambers Howard

CLASS OF 1897

Alexander, Hannah Theresa
 Borst, Beulah May
 James, Margaret Trylla
 Johnson, Cora M.
 McIntosh, Irene Belle
 Rice, Thaddeus Waldo
 Warner, Lydia Elmie
 Widdecombe, Blanche M.
 Youtz, Amy

CLASS OF 1898

Allen, Beulah Jeannette
 Mallison, Edith Estelle
 Rockwell, George Ward
 Rundell, Charles Oliver
 Schoeninger, Amelia
 Schrock, Claudia Eugenia
 Whiteman, Mrs Grace J.
 *Wilkins, Margaret Lavina

CLASS OF 1899

Anger, Mattie Marie
 Cole, Lena Cardell
 Cole, Orill A.
 Foote, Mary Lincoln
 Frank, John Clarence
 Hoff, Helen Josephine
 Horton, Edward H.
 Huston, Bertha Margaret

Mallison, Celia Rosalind
 Metzger, Floyd J.
 Rockwell, Frank Johnson
 Sawyer, Sophia Elvira
 Spanton, Albert I.
 Sperry, Harlan

CLASS OF 1900

Brown, Gerald Herbert
 Chess, Sarah DeEtta
 Eves, Archie Parvin
 Hardy, William Emmon
 Holloway, Albert Curtis
***Hoyle, Sarah Isabella**
 James, Mary Louise
 Johnson, Arthur Charles
 Marty, Mildred Elizabeth
 Mitchell, Grace Letitia
 Reed, Leona Susan
***Schultz, Katherine Bertha**
 Smith, Archibald Ray
 Taber, Isabella

CLASS OF 1901

Cranz, Mary Lucinda
 Durling, Anna Lydia
 Evans, Emily Jane
 Everett, Alice May
 Foltz, Adelaide Louise
 Harpham, Edith Anna
 Herndon, Maude
 Kellam, Emma Grace
 Kolbe, Parke Rexford
 Myers, Ralph Emerson
 Orin, Maurice J.
***Robinson, Edson Meredith**
 Ticknor, Ella Pearl
 Wildes, Anna Elizabeth

CLASS OF 1902

Chamberlain, Meade
 Cooke, Harry Walton
***Cooke, Lyle Duane**
 Lynn, Linna Amanda
 Parshall, Inez
 Rickard, Edna Mae Bel
 Schoeninger, Anna Bertha
 Thomas, Alton Orr
 Trachsel, William John
***Waller, Ivan Eugene**

CLASS OF 1903

Andree, Herman Julius
 Brown, Chalmers Simms
 Gayer, Clara Louise
 Greer, Carlotta Cherryholmes
 Horix, Louise
 Hotchkiss, John Donald
 Jefferson, Grace Ethel
 Marty, Pearl Anna

***Mihills, Lawrence Aubrey**
 Miller, Adele Melita
 Motz, Miriam Amy
 Parshall, Gladys
 Rowell, Harry Emmet
 Starkweather, Ada Vivian
 Warner, Arthur Eugene
 White, Ross Abia

CLASS OF 1904

Brown, Frank Howard
 Carlton, Clarence Clay
 Huggins, Kathryn Kent
 Nardin, Charles Carolman
 Olin, Charlotta Harriet
 Swanson, Frederick G.
 Thomas, John Webster
 Welton, Frank Aldis

CLASS OF 1905

Crist, Robert
 Dawson, Emily Sarah
***Maynes, Alexander W.**
 Lynn, Ella Viva
 Reynolds, Dana Farnum
 Reynolds, Harriet Emeline
 Rockwell, Mary A.

CLASS OF 1906

Adams, Mina L.
 Brouse, Clara Florine
 Brown, Albert T.
 Carter, Homer Wilbur
 Clark, Hazel Ione
 Conner, Chester Farnham
 Evans, Esther Alice
 Heacock, Edith Hannah
 Hemington, Lucretia Emmerson
 Knight, Hal Greenwood
 Knight, Maurice Acomb
 Parshall, Edward
 Saunders, Amy Lillian
 Spangler, George Howard
 Wells, James Raymond
 Whiton, Agnes Lillian
 Zepp, Amanda Elida

CLASS OF 1907

Carnes, Ethel May
***Heacock, Lenore**
 Hotchkiss, Ruth
 Kinley, Elizabeth Ursula
 Mallison, Blanche Janet
 Olin, Blanche Marie
 Rickett, Ura Garfield
 Rockwell, Ida
 Smetts, Adah
 Smith, Hazel
 Tillson, Hallie

†Certificate of attainment in music.

CLASS OF 1908

Bulger, Charles
 Bunker, Jessie
 Goehring, Frank Sturgeon
 King, Lucian Loomis
 Myers, Carl Metz
 Penrod, Walter Wellington
 Reynolds, Don Sidney
 Roach, Elizabeth Meikle
 Roach, Ethel Minerva
 Shuman, Cottie Pruella
 Simmons, Hezzleton E.
 *Smith, Hugh M.
 Sumner, Beatrice
 *Sumner, Mac Albert
 Tomlinson, Irene Lucretia
 Wilcox, Mabel

CLASS OF 1909

Bull, Sleeter
 Carpenter, Ford Lincoln
 Cole, Hazel Lane
 Ewart, Claude E.
 Fouch, Honor C.
 Frederick, Irl Allen
 Greer, Blanche Clare
 Iredell, Robert
 Jackson, Theron Skeels
 Jahant, Charles John
 James, Nellie Rebecca
 Jones, Cynthia
 McNeil, Cecil Clair
 Pfaff, Herman H.
 Rentschler, Beatrice
 Richardson, Reed White
 Simmons, Marie
 Sippy, Burne Olin

CLASS OF 1910

Belden, Russell
 Botzum, Lyda E.
 Cowan, Anna
 Ford, Martha Eleanor
 Gulick, Robert Aaron
 Hanan, Joseph Bradford
 *Harter, Helen G.
 Means, Marjorie
 Pfaff, Helen Isabella
 Proehl, Bess Louisa
 Read, Verne Ray
 Risch, Walter H.
 Rohan, Howard
 Swanson, Harriet
 Theiss, Fred C.
 Tomlinson, Agnes Martha
 Wright, Harry E. G.

CLASS OF 1911

Babb, Lois Leonard
 Converse, Mary Elizabeth
 Cruickshank, Maggie Scott
 Dodge, Harriet D.
 Grafton, Elvah Harley
 Haas, Elma
 Hardgrove, Arden Ellwood
 Hart, Bessey H.
 Herberich, Alfred
 McMilen, Frank O.
 Minor, Hazel
 Myers, Albert B.
 Olin, Leona Genevieve
 Read, Fred K.
 Rothenhoefer, Bessie
 Schmidt, Eleanor
 Seymour, Ruth Webb
 Townsend, Helen Louise
 Tremelin, Myrl D.
 Walker, Grover
 Wilcox, Ralph J.

CLASS OF 1912

Arbogast, Harry L.
 Buckman, Helen
 Davies, Ethel
 Fehr, Inez
 France, Marjorie
 Ginther, Ralph Bernard
 Haines, Harold
 Hitchcock, Fred A.
 Otis, Katherine Louise
 Rothenhoefer, Bertha
 Sladden, Lucile
 Wirth, Franklin

CLASS OF 1913

Alton, Myrtle
 Bastian, Hattie
 Church, Evelyn
 Esgate, Vere
 Fiebeiger, Ruth Elevena
 Gary, Gladys
 Gilbert, Walter
 Grimm, John
 Hackett, Helen Moore
 Inskeep, Harry
 Mankin, Clarence E.
 Morris, Max
 Olin, Sarah Estella
 Parker, Helen
 Priest, Ruth
 Rinehart, May Irene
 Simmons, Harriet
 Smith, K. Dolheer
 Vittel, Peter

Ulrich, Joseph
Way, Mildred
Zimmerman, Guy

CLASS OF 1914

Alexander, F. Glenn
Allen, Juliette Irene
Barnette, LeRoy T.
Bruederlein, Rilla M.
*Caswell, Earl W.
Curtice, Nelia
Harter, Ruth Belden
Herriff, Dene Marie
Hockensmith, Farlin L.
Jarvis, Ellen Douglass
Joy, E. Mildred
Kraus, Charles M.
*Miller, Eva Irene
Roach, Alberta
Sidnell, Albert E.
Stauffer, Velma Pauline
Theiss, Lily May
Voris, Marion
Weber, Lyman V.
Westley, Helen I.
Wilson, Robert F.

CLASS OF 1915

Bowman, M. Eleanore
Bruner, George
Carter, J. Bernice
Conger, Sidney B.
Dowell, Leora Isabella
Ellis, Harold D.
Fleming, Ina B.
Foltz, William W.
Hanna, E. Lloyd
Hillman, Harry W.
Limbert, Clinton B.
*Moutes, George
Murphy, Effie
Phelps, Arthur L.
Ranney, Arthur
Ross, Donald
Spencer, Elmer L.
Taylor, Raymond S.
Thomas, Joseph
Tomlinson, C. Sprague
Weaver, Pauline

CLASS OF 1916

Allen, Anna
Chisnell, Carl C.
Crawford, Porter J.
Crisp, Park
Cooper, William Voit
Dresher, R. Elizabeth
Dwyer, Helen G.
Frick, Carl E.

Glock, Clementine M.
Grismar, Karl H.
Hardman, Bert
Hull, Lois
Johnson, Ralph W.
Mignin, A. Louise
Miller, Rhea Kathryn
Pfahl, Eva
Rohner, Eva M.
Sickler, Clement
Smith, Willson
Sours, Harold
Strandberg-Pierce, Carl
Taylor, George I.
Warner, Raymond
Yackee, Bert
CURTIS SCHOOL OF HOME ECONOMICS
Willson, Irene
Proehl, Bessie

CLASS OF 1917

Azar, Robert I.
Brown, Donald Emerson
Carlton, Clinton Arbie
*Chain, Mrs. Faye Thompson
Cushman, Josephine Amanda
Darrah, David
Frederick, Inez Anna
Freedr, Arthur
Gable, Norris Leroy
Geisinger, Elliott E.
Hardie, Julia Elizabeth
Hugi, William Edgar
Kasch, Richard Monroe
Kittelberger, Fred W.
Knowlton, John A.
Mertz, Raymond A.
Olin, Esther Ellene
Pfahl, Helen Agnes
Poules, Ira C.
Quinlan, Dorothy Anna
Richardson, Marion S.
Roth, Samuel
Sammarone, Salvano
Santom, Thomas Baldwin
Schaeffer, Carl H.
Shea, Joseph B.
Simms, Mrs. Hazel Prestage
Squibbs, Hubert S.
Stansfield, Percy W.
Thornton, Dwight G.
CURTIS SCHOOL OF HOME ECONOMICS
Burkman, Ann C.
Cleaver, Josephine
Fleming, Rachel E.
Mallory, Helen M.
Tobin, Honora

CLASS OF 1918

Babcock, Mabel Julia
 Driesbach, Oliver Charles
 Ellsworth, Lloyd
 Gillen, Francis D.
 Green, Leonard S.
 Lidyard, V. Dewey
 McAdoo, Bruce Elliott
 Manthey, Edwin L.
 Means, Martha
 Nall, Anna
 Olin, Lucretia M.
 Place, Marguerite
 Rowse, Robert J.
 Schmidt, Martin
 Smith, Cyril R.
 Snyder, Marion
 Tibbitts, Dorothy
 Todd, John Alexander
 Tomkinson, Leroy B.

CURTIS SCHOOL OF HOME ECONOMICS

McConnell, Hazel M.
 Putt, Hazel M.
 COLLEGE OF ENGINEERING
 Kennedy, John S.

CLASS OF 1919

Arnold, Wendell H.
 Fosnight, Reed O.
 Gilbert, Carl S.
 Grafton, John Warren
 Graham, Katherine Ruth
 Henderson, John Charles
 Hollingsworth, Edith May
 Holloway, Harold S.
 Hottenstein, Howard W.
 Jones, Loretta May
 Hunsicker, Oscar Aaron
 Makman, Saul H.
 Marvin, Lila Eleanor
 Osborne, Joseph Crosby
 Purdy, Walter W.
 Rowley, Pauline Barbara
 Shaffer, Carl R.
 Taylor, Louise

CURTIS SCHOOL OF HOME ECONOMICS

Hardie, Helen V.

Kepler, Helen M.
 Robinson, Irma Viola

SCHOOL OF ENGINEERING

Converse, Lucius F.
 Daniel, Emmett V.
 Gulick, J. Earl
 Mitchell, Ernest Christian
 Soderlund, Carl

CLASS OF 1920

Andreas, Anna Rosalind
 Bierce, Bruce Wallace
 Boedicker, Earl O.
 Butler, Whitney Elmer
 Cable, John Edgar
 Calvin, Ruth
 Christy, Robert T.
 Cooper, Leslie Vail
 Haas, Eugene George
 Haley, Arthur Read
 Hawk, Ethel
 Henegan, Olive Anna
 Knowlton, Arthur S.
 Kohn, Leona Theresa
 Pfahl, Charles Alton
 Pfahl, Wilbert C.
 Rogers, Virgil Edwin
 Ross, Donald Rothaker
 Shaffer, Helen Harriet
 Swigart, Clarence Marsh
 Swinehart, Clyde Leroy
 Urpman, Nina Elizabeth
 Wendt, Aubrey Ashe
 Werner, Herman Edward
 Williams, Glenn Arthur
 Williams, Mary Jeannette
 Woodruff, Jay Black
 Griffiths, Jack Leonard
 Motz, Clarence E.

CURTIS SCHOOL OF HOME ECONOMICS

Frampton, Bertha Regina
 Garver, Rhea Katherine
 Kerch, Hazel

COLLEGE OF ENGINEERING

Halpern, Philip
 Joel, Floyd E.
 Judy, Lowell L.
 Kuszmaul, Corliss

ADVANCED DEGREES

July	8, 1873—Rev. Willard Spaulding of Massachusetts	D. D.
July	7, 1874—Rev. E. L. Rexford	D. D.
June	29, 1875—Rev. John Stebbins Lee of Canton, N. Y.	D. D.
June	27, 1876—Rev. John Wesley Hanson, A. M., Chicago, Ill.	D. D.
	Rev. Carlos Smith, A. M., of Akron, O.	D. D.
June	26, 1877—Samuel Findley of Akron, O.	A. M.
	Rev. John G. Adams of Melrose, Mass.	D. D.
June	25, 1878—Rev. J. H. Tuttle of Minneapolis, Minn.	D. D.
June	24, 1879—Rev. A. A. Thayer, Erie, Pa.	A. M.
June	22, 1880—Wm. D. Shipman (in Course)	A. M.
	Rev. Sumner Ellis	D. D.
June	23, 1880—Mrs. Lizzie Slade Voris, '77 (in Course)	A. M.
June	21, 1881—Rev. H. P. Forbes, Canton, N. Y.	A. M.
June	20, 1882—A. J. Scott, M. D., Loudenville, O.	A. M.
June	19, 1883—A. E. Clevenger (A. B., Tufts, '78)	A. M.
	H. A. Kelley, B. S., '79, A. B., '80 (in Course)	A. M.
	A. A. Stearns, '79 (in Course)	A. M.
	A. B. Tinker, '76 (in Course)	A. M.
	I. C. Tomlinson, '80 (in Course)	A. M.
June	24, 1885—Charles B. Wright, '80 (in Course)	A. M.
	Oscar F. Safford, Cambridgeport, Mass.	D. D.
June	22, 1887—Judge Selwyn N. Owen	LL. D.
	Joseph F. James	M. S.
	Rev. F. L. Hosmer	D. D.
June	20, 1888—Rev. Henry L. Canfield, Bellville, O.	D. D.
	Rev. W. S. Crowe, Newark, N. J.	D. D.
	Charles Baird, Akron, O.	A. M.
June	19, 1889—Ernest C. Page, '86 (in Course)	M. Ph.
	James D. Pardee, '86 (in Course)	M. S.
June	25, 1890—Mae Cecelia Bock, '85 (in Course)	A. M.
	Judge W. W. Boynton, Cleveland	LL. D.
	Prof. Henry P. Forbes, Canton, N. Y.	D. D.
	Rev. Everett L. Conger, Pasadena, Cal.	D. D.
June	22, 1892—Prof. Isaac Augustus Parker, Galesburg, Ill.	Ph. D.
June	26, 1895—Frank Owen Payne, '84 (in Course)	M. S.
June	24, 1896—Edwin Leigh Findley, '91 (in Course)	A. M.
June	23, 1897—Prof. Charles M. Knight	Sc. D.
	Rev. John C. Burrus, DeFuniak Springs, Fla.	D. D.
June	20, 1899—Rev. Elmer Hewitt Capen, D. D., President of Tufts College	LL. D.
June	19, 1900—Rev. A. B. Church	A. M.
June	25, 1901—Rev. Andrew Willson	D. D.
June	24, 1902—Parke R. Kolbe, '01 (in Course)	A. M.
	Ralph E. Myers, '01 (in Course)	M. S.
	H. N. Dodge, D. D. S., of Morristown, N. J.	Litt. D.
June	20, 1905—Rev. I. M. Atwood, D. D., of Canton, N. Y.	LL. D.
	Prof. Charles B. Wright, '80	L. H. D.
	Judge Joseph Hidy, '76	LL. D.
	Dr. Frank Wieland, '90	A. M.
	Mrs. Donna Kelly Couch, '76	A. M.
	Mrs. Emma Cadwallader Hyre	A. M.
	James E. Cole, '92	A. M.
	Dr. Mary B. Jewett, '76	A. M.
June	19, 1906—A. A. Stearns, '79	LL. D.
	Rev. G. I. Keirn, Muncie, Ind.	D. D.
June	18, 1907—Hermon A. Kelley, Cleveland	LL. D.
	Dr. L. B. Fisher, Galesburg, Ill.	LL. D.
	Rev. James Riley Johnson, Marietta, O.	D. D.

March 11, 1908—Frank S. Pixley, '87	Litt. D.
June 12, 1908—Rev. L. Walter Mason, Pittsburgh, Pa.	D. D.
Rev. S. H. McCollester, D. D., Marlboro, N. H.	L. H. D.
June 15, 1909—Chas. R. Olin, '85 (in Course)	M. S.
Rev. E. G. Mason	D. D.
June 14, 1910—Theron S. Jackson, '09 (in Course)	M. S.
Hon. H. C. Morris, Chicago, Ill.	A. M.
April 20, 1911—Rev. Edson Reifsnyder, Galesburg, Ill.	D. D.
June 13, 1911—Fred C. Theiss, '10 (in Course)	M. S.
Harry E. G. Wright, '10 (in Course)	M. S.
Rev. Franklin C. Southworth, Meadville, Pa.	D. D.
Judge Dayton A. Doyle, '78	LL. D.
C. B. Raymond	A. M.
Mrs. Elizabeth Thompson	A. M.
June 18, 1912—Wm. W. Jackson, Cleveland, O.	A. M.
Rev. George Ezra Huntley, Canton, N. Y.	D. D.
June 16, 1913—Elvah H. Grafton, '11 (in Course)	M. S.
June 16, 1920—Oscar Eugene Olin, A. M.	LL. D.
Mary Elizabeth Gladwin, '87	LL. D.
Ira Williams, B. S., Cooper College (in Course)	M. S.

PRESIDENTS OF THE ALUMNI ASSOCIATION

*Adella Vaughn, '74	1876-7
*C. J. Robinson, '75	1877-8
No record from	1879-1889
James Ford, '86	1889-90
*D. A. Doyle, '78	1890-1
C. N. Church, '85	1891-2
*Elizabeth Kingsbury, '87	1892-3
Mrs. Lucy Danforth Felt, '86	1893-4
*Mrs. Charles Baird, '78	1894-5
George A. Peckham, '75	1895-6
*Alex W. Maynes, '87	1896-7
H. L. Snyder, '94	1897-8
H. L. Snyder, '94	1899-1900
Isabella M. Green, '93	1900-1
S. L. Thompson, '86	1901-2
Herbert B. Briggs, '89	1902-3
Herbert B. Briggs, '89	1903-4
John R. Smith, '87	1904-5
John R. Smith, '87	1905-6
Albert I. Spanton, '99	1906-7
Charles O. Rundell, '98	1907-8
Parke R. Kolbe, '01	1908-9
Parke R. Kolbe, '01	1909-10
Charles O. Rundell, '98	1910-1
Hezzleton Simmons, '08	1911-2
Hezzleton Simmons, '08	1912-3
Esgar B. Foltz, '96	1913-4
Esgar B. Foltz, '96	1914-5
Arthur E. Warner, '03	1915-6
Cecil C. McNeil, '09	1916-7
Charles R. Olin, '85	1917-8
Charles L. Bulger, '08	1918-9
Charles L. Bulger, '08	1919-20

SUMMARY OF ALUMNI

(Including the Class of 1920)

NUMBER OF GRADUATES

Men	364
Women	286
Total	650

Geographical Distribution

Deceased	66
Unknown	4
In California	13
In Colorado	4
In Connecticut	1
In Florida	1
In Georgia	3
In Idaho	3
In Illinois	9
In Indiana	14
In Iowa	3
In Massachusetts	10
In Michigan	12
In Minnesota	1
In Mississippi	1
In Missouri	3
In Montana	1
In Nebraska	2
In N. Carolina	1
In N. Dakota	1
In New Jersey	2
In New Mexico	1
In New York	23
In Ohio	432
In Oklahoma	1
In Oregon	2
In Pennsylvania	19
In Tennessee	1
In Texas	1
In Utah	1
In Vermont	3
In Washington	2
In Wisconsin	1
In Wyoming	1
In Panama	2

Occupations of Alumni

Actors	2
Architects	1
Artists	1
Authors	3
Bankers	4
Charity Organization Workers	2
Chemists	25
Clergymen	11
Clerical Work	25
Commercial Work	69
Contractors	1
Decorators	1
Dietitians	5
Engineers	19
Farmers	10
Forestry	1
Government Employ	8
Insurance and Real Estate	9
Lawyers	42
Librarians	5
Living at Home	46
Lyceum Bureau Work	1
Manufacturers	4
Married Women	90
MERCHANTS	4
Musicians	4
Newspaper Work	7
Nurses	4
Physicians	18
Promoters	4
Public Service	2
R. R. Agents	1
Salesmen	9
Secretarial Work	12
Students	6
Teachers and Professors	108
Unknown	20

**LAWs AND REGULATIONS
OF
BUCHTEL COLLEGE**
(As published in pamphlet form, 1874)

CHAPTER I

ADMISSION INTO COLLEGE

1. There shall be four Departments of Study in the College:
First. A complete College Course of four years, equal to that of the best Classic Institutions in the country.

Second. A thorough Philosophical Course of two years.

Third. A Normal Course, to meet the demands of scholars wishing to prepare themselves for successful teachers.

Fourth. A Preparatory Course, to fit students for College and afford them useful Academic Instruction.

Candidates shall not be admitted into any of these courses without first presenting satisfactory testimonials of possessing good moral characters.

2. Applicants for admission to the four years' College Course, must sustain a good examination in the following studies:

GREEK

First four books of Xenophon's Anabasis; first three books of Homer's Iliad, or their equivalents; Greek Grammar and Prosody.

LATIN

Three books of Caesar's Commentaries; Bucolics of Virgil, and six books of the Aeneid; four Orations of Cicero; Latin Grammar and Prosody; and twelve Lessons of Prose Composition.

MATHEMATICS

Arithmetic; Algebra, to Equations of the Second Degree.

ENGLISH

English Grammar; History of the United States; Modern and Ancient Geography.

Candidates for advanced standing are examined in the above studies, and in those that have been pursued by the class which they propose to enter, and if from other colleges, they must furnish certificates of regular dismission.

Students failing to maintain proper rank in any branch during the course, will be subjected to conditions which must be made up before they can be entitled to degrees.

3. All candidates to be admitted to the Philosophical Course must sustain a satisfactory examination in the following:

English Grammar; History of the United States; Geography; Arithmetic; Algebra through eight sections; and four books of Geometry.

4. Students to enter either the Normal or Preparatory Department, must have a good knowledge of the elements of learning, including Spelling, Reading, Writing, Arithmetic and Geography.

5. Examinations for admission are on Thursday after Commencement, and on Tuesday previous to the opening of the Fall Term.

6. All candidates for the College Courses shall join their class on probation for one term.

7. Students, when admitted, shall receive a copy of the Laws and Regulations, and shall immediately deliver to the Treasurer a Bond with satisfactory security for the payment of their term bills. Each student shall then sign the following:—"Having been admitted to Buchtel College, I acknowledge that I am obligated to regard its Laws and Regulations."

8. To complete the matriculation, the student shall receive a certificate of admission signed by the President.

CHAPTER II

THE FACULTY

1. The Executive authority of the College is vested in the President, Professors, Instructors and Tutors, who constitute the Faculty of the College, and have the authority to prescribe from term to term, such regulations as the interest of the Institution may require, subject to the approval of the Trustees.
2. The Faculty shall appoint a Clerk of their body, who shall keep a record of their proceedings subject to the inspection of the Trustees.
3. The President shall superintend the course of instruction and the general affairs of the College; call meetings of the Faculty, preside and vote at the same; preside at examinations and Commencements, and address, as occasion may require, public and private counsel and instruction to the students.
4. The members of the Faculty shall faithfully instruct in their departments, and judiciously execute the laws of the College, maintaining discipline and order.
5. The President, Professors and Instructors, shall make annually a report of the instruction and progress in their respective departments. The President shall also make an annual report of the condition and moral character of the College.
6. Each Professor and Instructor is expected to devote at least four hours per day, during five days of the week to classes in the recitation room; Professors residing outside of the College are expected to devote five hours a day in hearing recitations. If Professors should be unable to perform their duties before their classes, they should immediately notify the President of the same, and provide experienced instruction, subject to his approval.
7. The Faculty shall receive pay for their services at the end of each term. Their year commences at the beginning of the Fall Term.
8. To secure co-operation and uniformity of action, the Faculty shall hold frequent and stated meetings to consider and determine all questions pertaining to the order and welfare of the College. Questions of importance shall be decided by the vote of the majority.
9. The President with the advice of the Faculty, shall appoint suitable persons to perform the duties of bell-ringer and keeper of recitation rooms, and to fill other responsible places in the college.

CHAPTER III

RELIGIOUS OBSERVANCE

1. All students are required to attend daily the reading of the Scriptures and morning prayers, and public worship on the Sabbath.
2. Students, if of age, or at the request of parents or guardians, may select their own church in the city of Akron for stated Sabbath worship.

CHAPTER IV

STUDIES, INSTRUCTION AND DISCIPLINE

1. Instruction shall be given in the different Courses according to the Curriculum laid down in the Catalogue.
2. Students shall procure and use such books and observe such arrangement of studies, as shall be appointed by the Faculty.
3. The students shall punctually attend the various recitations, lectures and other exercises prescribed by the Faculty.
4. There shall be Rhetorical Exercises in the several classes, or before the whole College, as the Faculty may direct. Nothing shall be spoken or read publicly in the College, which shall not have been approved by the President or Instructor in charge.
5. The failure of students to perform their part in these exercises shall be regarded a delinquency which shall be subject to admonition, suspension or expulsion, at the discretion of the Faculty.
6. Students are required to have not less than three, nor more than four studies during each term.

7. Study hours for members of the College, will be from quarter to eight in the morning till noon, from two o'clock in the afternoon till half-past four, and from half-past six in the evening till the hour of retirement. During these hours students will remain in their rooms, whether in the College building or in town, except to attend College exercises. During study hours students must refrain from all unnecessary noise in their rooms, or about the College buildings, especially in going to and from recitations. All tarrying, or loud talk in the halls, or playing on musical instruments in study hours, are strictly forbidden. No visiting of rooms is allowed without permits.

8. Students are not allowed to be absent from any recitation or duty without permission from the President, or officer in charge and the Professor to whom they recite.

9. Absence from any College exercise, unless excused, receives demerit marks which cannot be removed without the student's presenting the Faculty a written excuse, giving satisfactory reasons for such absence. Professors are expected to report to the President all absences from their classes within two days after they occur.

10. All omitted recitations must be made up within the time designated by the Faculty.

11. Absence without permission from prayers once, receives two demerits; from church once, four demerits; from a college lecture, three demerits; from a recitation, two demerits; absence from the College Building during the hours of recitations, without permission from the President or some member of the Faculty in charge, or passing beyond College limits at any time without liberty, will subject a student to private admonition, or discipline before the Faculty.

12. Professors shall keep a daily record of the absences, attention and proficiency of all students in their classes. These records, at the end of each term, shall be engrossed; and from them shall be made out in connection with the general deportment at the close of each year, a scale of merit for the use of the Faculty, being placed on the records of the College. The standing of students shall be reported at the end of each term to their parents or guardians.

13. There shall be an examination of the classes at the close of each term. These examinations shall be conducted in the presence of as many of the Trustees as can attend, and of a committee at large designated by the Faculty. This committee shall be requested to mark by numbers their estimate of the standing of each student. The committee shall be requested to prepare a report for the Trustees giving their views of the examinations, the rank of the students, and the merit or demerit of the instructions. From these examinations no student shall absent himself except with the leave of the President, and on conditions prescribed by the Faculty, under penalty of losing connection with the College.

14. The Faculty, under direction of the Trustees, shall prepare and cause to be published for the use of the students, such regulations as may be regarded necessary for the highest good of the Institution.

15. To the annual Catalogue shall be appended such information respecting the course of study, expenses, etc., in the College, as may be thought expedient.

16. At the beginning of each term, the first College exercises will be morning prayers on Wednesday. Recitations, so far as practicable, will commence on the first day of each term.

17. After the Senior Examinations and the assignment of parts in the Commencement Exercises, the Seniors, on application to the President, may obtain leave of absence, till Friday preceding Commencement, provided their parts shall have been prepared and accepted.

18. At the end of each term, the keys of every room must be left with the Superintendent, responsible for the same, or the expense of a new lock upon the door shall be charged to the occupants.

19. During vacation no student shall reside in the College, except by permission of the Faculty, and under such regulations, as they may prescribe. For disorderly or immoral conduct in vacation, any student shall be responsible the same as in term-time.

CHAPTER V

ROOMS, BILLS AND BOARDING

1. A student shall not occupy any room but by permission of the Faculty. The classes shall have precedence in the choice of unoccupied rooms in the order of seniority; for the members of each class priority of choice shall be decided by lot. The annual rent of a room shall be eighteen dollars.

2. During each term every room shall be inspected by the Superintendent and Professors in charge, and a record shall be kept of all damages. Students shall be held responsible for rooms assigned them, and shall be charged for all damages done the same. Damages done to the College Buildings, or other property of the College, may be assessed upon all the students, unless the actual agents of the damages shall be discovered.

3. In the last term bill of each member of the senior classes five dollars extra will be charged for diploma.

4. If for any cause, except sickness, a student shall leave College before the end of the term, or shall be absent during a portion of the term, the bill will be made out for the whole term.

5. Term bills are invariably due in advance. If students shall suffer bills to remain unpaid for two weeks after they are due, unless special arrangements shall have been made with the Treasurer, they shall lose their connection with the College.

6. No student shall be dismissed on request, from the College, until all bills have been settled.

7. Students will not be entitled to degrees until their College bills shall have been discharged.

8. A student shall not board in any family, or in any club without the approval of the Faculty.

CHAPTER VI

CALENDAR

1. Annual Commencement on the second Wednesday of July. Vacation from Thursday following commencement, till the second Wednesday in September.

First term commences second Wednesday in September, and continues fourteen weeks.

Vacation two weeks.

Second term begins on the first Wednesday in January, and continues twelve weeks.

Vacation one week.

Third term begins first Wednesday in April, and continues fourteen weeks.

CHAPTER VII

LITERARY SOCIETIES

1. No Literary Society shall have a room assigned in the College for its meetings, till a copy of this Constitution and Rules be deposited with the President.

2. It shall be the duty of every such society, to present to the President of the College the names of its officers within one week after their election.

3. For any damage done to the College building during its meetings, if judged by the Faculty to be done by the members of the Society, they will be held responsible for damage and will be assessed accordingly.

4. The meetings in the evening of any society shall close by quarter to ten.

CHAPTER VIII

LIBRARY

1. The Library shall be open to students in term-time at least one day of every week at such hours as may from time to time be appointed.

2. No students shall take out more than one volume at the same time; and no book shall be kept more than two weeks. For every book not returned at the time

specified, and for any injury which a book may sustain while in the care of a student, the same shall pay a sum judged equitable by the Librarian.

3. No student shall carry from the College a book belonging to the Library, without permission of the Librarian, under penalty of being deprived of the use of the Library.

4. All books, by whomsoever taken, shall be properly charged.

CHAPTER IX

SCHOLARSHIPS

1. Scholarships have been founded and others will be, for the purpose of aiding worthy and deserving young men and young women. The beneficiaries are exempt from all charges of regular College tuition and incidental fees. These scholarships are appropriated according to the directions of the donors while they live; after that the Trustees control perpetually these scholarships.

CHAPTER X

ADDITIONAL RULES

1. Students are expected to be kind and respectful to others.

2. Students, while connected with the College, are strictly forbidden the use of intoxicating liquors, tobacco and profane or indecent language on the college premises or so far as the College has any jurisdiction.

3. No student is allowed to take or remove furniture from the rooms; to mark, cut, drive nails into the buildings; to throw anything to or from the windows; to spit upon the floors, or in any way to deface the College property.

4. Students must refrain from all improprieties in the halls, such as boisterous talking or scuffling, and must not visit each others room without permits.

5. Young men and young women are not allowed to take walks or rides together without permission.

6. Students of different sexes are not permitted to visit at any time each other at their rooms. Violations of this rule will receive severe punishment.

7. A student boarding in the College is not expected to invite a friend to a meal, or to tarry in the building over night, without the permission of the Superintendent of the building.

8. No student shall fire gunpowder in the College building or on the premises, or engage in card-playing or any form of gambling in the College or in the city, or visit liquor saloons or billiard rooms, or commit injuries upon the person or property of any student.

9. Students are not allowed in the kitchen, bakery, or storeroom, or basement of the College. Assignments will be made from time to time to the students for using the Gymnasium; the young women will have their seasons for exercising in it, and the young men theirs.

10. Students who find it necessary to be out of the College in the evening later than the hour the doors are closed for the night, must make previous provision for entering the College with some Professor or officer of the College. Entering through a window or by a forged key, or in any improper way, will subject a student to suspension or expulsion.

11. The Faculty shall have authority to visit and search any room in the College, using force if necessary to enter it, and assess all damages occasioned by violations upon the offender.

12. Suspended students shall not be permitted to resume their place in their classes until they shall have passed a satisfactory examination in all the studies pursued by the classes during their suspension.

13. At all public exercises given in the College Chapels, the young men will occupy the east side, and the young women the west side.

14. Students who shall violate any lawful order of the Faculty, or be insubordinate to any lawful sentence passed upon them, or treat with insult or contempt, the person or authority of any College officer, or refuse to admit an officer into their rooms, or conduct disorderly in consequence of the infliction of punishment upon a fellow student, shall be subject to admonition, suspension, or expulsion.

15. A student disturbing religious services at any time by coming in late, or by any misconduct, will receive demerits for each offence.

16. Students boarding in the College will receive one demerit if five minutes late at a meal, or for any disorder in the dining-room, or for tarrying in it after meals, or for any misconduct in coming to or going from it. Day students are not allowed above the first flooring of the College building without special permits.

17. Students having received five demerits, will be privately admonished; having received ten, they will be publicly admonished; having received fifteen in the same term, they will be subject to suspension or expulsion.

18. A sentence may be mitigated, or withdrawn if it shall appear from the penitence of the student and other circumstances, that this can be done without detriment to the authority and moral influence of the College.

CHAPTER XI

ANNIVERSARY AND DEGREES

1. On the second Wednesday of July, there shall be a public Anniversary of the College, at which original Essays and Orations shall be read or spoken by the Senior Classes, who shall be appointed by the Faculty according to their moral and intellectual rank.

2. The order in which the Seniors shall read or speak on Commencement Day, shall be decided by lot.

3. The Graduates in the Classical Course will receive the degree of Bachelor of Arts; those in the Philosophical Course, the degree of Bachelor of Philosophy.

4. Every Bachelor of three years' standing in the Classical Course, having sustained a good character and been devoted to intellectual pursuits, and having paid to the Treasurer five dollars, shall be entitled to the degree of Master of Arts; on the same conditions, any Bachelor of three years' standing in the Philosophical Course, shall be entitled to the degree of Master of Philosophy.

ATTENDANCE BY YEARS

(This record has been made for the college department alone. It is exclusive of all departments outside Buchtel College.)

1872-3	46	1896-7	88
1873-4	101	1897-8	
1874-5	72	1898-9	92
1875-6	56	1899-1900	88
1876-7	54	1900-1	94
1877-8	47	1901-2	
1878-9	46	1902-3	82
1879-80	46	1903-4	83
1880-1	38	1904-5	81
1881-2	52	1905-6	118
1882-3	69	1906-7	123
1883-4	72	1907-8	121
1884-5	84	1908-9	129
1885-6	86	1909-10	132
1886-7	79	1910-1	148
1887-8	74	1911-2	151
1888-9	92	1912-3	175
1889-90	112	1913-4	198
1890-1	121	1914-5	188
1891-2	105	1915-6	216
1892-3	127	1916-7	214
1893-4	110	1917-8	
1894-5	116	1918-9	294
1895-6	98	1919-20	348

MEMBERS OF PHI SIGMA ALPHA HONOR FRATERNITY

CHARTER MEMBERS

CLASS OF 1910

Belden, Russell
 Botzum, Lida E.
 Cowan, Anna
 Ford, Martha E. (Mrs. James M. Hall)
 Culick, Aaron
 Hanan, Joseph
 *Harter, Helen (Mrs. Reginald Hay)
 Means, Marjorie (Mrs. Cecil McNeil)
 Pfaff, Helen
 Proehl, Bessie
 Risch, Walter H.
 Rohan, Howard
 Swanson, Harriet (Mrs. Harriet Engle)
 Theiss, Fred C.
 Tomlinson, Agnes
 Wright, Harry E. G.

INITIATES 1911

Haas, Elma
 Herberich, Alfred
 Myers, Albert
 Rothenhoefer, Bessie (Mrs. Charles Clancy)
 1912
 France, Marjorie (Mrs. Byron Fessenden)
 Ginther, Ralph B.
 Otis, Katherine (Mrs. K. Arthur Meissner)
 Rothenhoefer, Bertha (Mrs. Wm. Edgar Murphy)

FACULTY MEMBERS

Plaisance, Sarah DeMaupassant, Phi Beta Kappa, A. M. University of Colorado.
 Knight, Charles M., Phi Beta Kappa, A. M. Tufts College.
 *Brookover, Charles, Sigma Si, Ph. D. University of Chicago.
 Hitchcock, Mrs. Fred, Phi Beta Kappa, A. M. Tufts College.
 *Sturtevant, Frank D., Phi Beta Kappa, A. M. St. Lawrence.
 Rockwell, Joseph C., Phi Beta Kappa, Ph. D. Jena.
 Lockner, Sidney J., Sigma Si, A. M. Union College.
 VanDoren, Lloyd, Phi Beta Kappa, Ph. D. The Johns Hopkins University.
 Plowman, Amon B., Phi Beta Kappa, Ph. D. Harvard University.
 Burton, Mrs. Dorothy Walters, Phi Beta Kappa, M. S. Ohio Wesleyan University.
 Howe, Earle B., Phi Beta Kappa, A. M. St. Lawrence University.
 Jones, John Lewis, Phi Beta Kappa, Ph. D. Yale.

HONORARY MEMBERS, FACULTY AND ALUMNI

Kolbe, Parke R., Ph. D. Heidelberg	Class of 1901
Findley, Edwin L., A. M.	Class of 1891
Spanton, Albert I., A. M. Harvard	Class of 1899
Cole, Mrs. Susie Chamberlain	Class of 1873
Bulger, Charles L., A. M. Wisconsin	Class of 1908

WINNERS OF ASHTON PRIZES

SENIOR ASHTON CONTESTS

	First Prize	Second Prize
1887-8	No contest	
1888-9	J. Asa Palmer	Emily McIntosh
1889-90	*A. J. Rowley	A. C. Coit
1890-1	Inez L. Perry	C. F. Henry
1891-2	Austin V. Cannon	James E. Cole
1892-3	Burton D. Myers	Edward S. Seidman
1893-4	Harry W. Clark	Carlos G. Webster
1894-5	Clark S. Hovey	Lulu E. Parker
1895-6	Arabella Armstrong	*Katherine Laughead
1896-7	Arthur C. Johnson	Thad W. Rice
1897-8	Jeannette Allen	*Margaret Wilkins
1898-9	No contest	
1899-1900	No contest	
1900-01	No contest	
1901-2	No contest	
1902-3	Ada V. Starkweather	M. Amy Motz
1903-4	Frank Welton	F. G. Swanson
1904-5	Harriet Reynolds	Mary Rockwell
1905-6	Lucretia Hemington	Amy Saunders
1906-7	Ethel Carns	Blanche Olin
1907-8	Frank Goehring	Jessie Bunker
1908-9	Cecil McNeil	Marie Simmons
1909-10	*Helen Harter	Anna Cowan
1910-11	Hazel Minor	Grover Walker
1911-2	Ralph Ginther	Ethel Davies
1912-3	Helen Parker	Hattie Bastian
1913-4	No contest	
1914-5	Eleanore Bowman	Catherine Blanchard
1915-6	No contest	
1916-7	Esther Olin	William E. Hugi
1917-8	No contest	
1918-9	No contest	
1919-20	No contest	

JUNIOR ASHTON CONTESTS

	First Prize	Second Prize
1887-8	E. F. Cone	Emily McIntosh
1888-9	*Kate McGillicuddy	*A. J. Rowley
1889-90	*C. F. Fries	Inez L. Perry
1890-1	J. E. Cole	*I. C. Rankin
1891-2	Edith M. Cole	Burton D. Myers
1892-3	No contest	
1893-4	Minnie Jones	Lulu E. Parker
1894-5	Eben Mumford	Mary E. Andrews
1895-6	Beulah Borst	Blanche M. Widdecombe
1896-7	Claudia Schrock	Arthur L. Foster
1897-8	J. Clarence Frank	Amelia Schoeninger
1898-9	No contest	Sophia Sawyer
1899-1900	Grace Kellam	Anna Wildes
1900-01	No contest	
1901-2	Arthur E. Warner	Adele M. Miller
1902-3	Clarence Carlton	Bertha Widdecombe
1903-4	Esther Evans	Harriet Reynolds
1904-5	Clara Brouse	Maurice Knight

	First Prize	Second Prize
1905-6	Ida Rockwell	Blanche Mallison
1906-7	Hezzleton Simmons	Irene Tomlinson
1907-8	Ford Carpenter	Cecil McNeil
1908-9	Russell Belden	*Helen Harter
1909-10	Mary Converse	Hazel Minor
1910-1	No contest	
1911-2	S. Estella Olin	Walter Gilbert
1912-3	Rilla Bruderlein	Glenn Alexander
1913-4	Pauline Weaver	Leora Dowell
1914-5	Clarence Palmer	Louise Mignin
1915-6	Honora Tobin	William Hugi
1916-7	No contest	
1917-8	No contest	
1918-9	No contest	
1919-20	No contest	

SOPHOMORE ASHTON CONTESTS

	First Prize	Second Prize
1887-8	No contest	
1888-9	No contest	
1889-90	L. F. Lybarger	*Myrtie Barker
1890-1	*Orin G. Holcomb	William P. Putnam
1891-2	*Harland H. Hollenbeck	Gertrude Taber
1892-3	Wilson A. Putt	Lulu E. Parker
1893-4	Maude R. Newberry	Arabella R. Armstrong
1894-5	L. Elmie Warner	Thad Rice
1895-6	No contest	
1896-7	Celia Mallison	May Foote
1897-8	E. M. Robinson	Isabelle Taber
1898-9	Helen M. Inman	Maude Herndon
1899-1900	Alton Thomas	Ada Starkweather
1900-01	No contest	
1901-2	Charlotte H. Olin	Bertha Rene Widdecombe
1902-3	Equally divided between Elizabeth Voris and Mary Rockwell	Ella Viva Lynn
1903-4	Lucretia Hemington	Clara Brouse
1904-5	Ethel Carns	Hallie Tillson
1905-6	Frank Goehring	Maude Prier
1906-7	*Hugh Smith	Marie Simmons
1907-8	Edna Beardsley	Howard Rohan
1908-9	Eleanore Schmidt	Hazel Minor
1909-10	Ralph Ginther	Fred Hitchcock
1910-1	Helen Parker	Walter Gilbert
1911-2	Leah Marsh	Rilla Bruderlein
1912-3	Eleanore Bowman	Joseph Thomas
1913-4	R. Kathryn Miller	David Johnson
1914-5	Inez Frederick	Dorothy Quinlan
1915-6	Dewey Lidyard	Marguerite Place
1916-7	No contest	
1917-8	No contest	
1918-9	Louise Kraus	Alleyne Weaver
1919-20	No contest	

WINNERS OF ALUMNI PRIZE SCHOLARSHIPS

	Senior Preparatory	Freshman	Sophomore	Junior
1885	Gertrude Matthews			
1886	E. K. Pardee			
1887	James A. Pierce	E. K. Pardee		
1888	Frank W. Hugill	William W. Howe		
1889	Charles H. Chapman	*Lizzie Chaney		
1890	Dian May Haynes	Edward S. Seidman		
1891	Herbert W. Kennedy	Benjamin F. Kingsbury		
1892	Margaret James	Prudence Kenner		
1893	Charles C. Taylor	Mary E. Andrews		
1894	L. May Scudder	Charles C. Taylor		
1895	J. C. Frank	Isabelle Taber		
1896	Gerald H. Brown	Mattie M. Anger		
1897	J. H. Lackey	Grace Mitchell		
1898	*Jay Brown	Adelaide Foltz		
1899	Ross Fisher	William Trachsel		
1900	John Thomas	Gladys Parshall		
1901	Scott Nickerson	John Thomas		
			Herbert W. Kennedy	
			Esgar B. Foltz	
			Cora M. Johnson	
			Amelia Schoeninger	
			Mildred Marty	
			Grace Mitchell	
			May Everett	
			Maude Herndon	
			Fred Huddleston	
			Bertha Schoeninger	
			G. Ethel Jefferson	
			Adele Miller	
			Adelaide Folz	
			Inez Parshall	
			Alton Thomas*	

	Senior Preparatory	Freshman	Sophomore	Junior
1902	Amy Saunders	Mary Rockwell	Frederick G. Swanson	Louise Horix
1903	Granville Paine	Lucretia Hemington	John Thomas	Donald Hoichkiss
1904	*Mac Sumner	Hallie Tillson	Mary Rockwell	Frederick G. Swanson
1905	Clayton Yerrick	Irene Tomlinson	Clara Brouse	John Thomas
1906	Elizabeth Haspelmath	Honor Fouch	Adah Smetts	Charles D. Faunce
1907	Muriel Roose	Agnes Tomlinson	Mabel Wilcox	Clara Brouse
1908	Katherine Ois	Bess Rothenhofer	Bernice Chrisman	Adah Smetts
1909	May Rinehart	Eleanor Schmidt	Nellie James	Mabel Wilcox
1910	Ruth Miller	Alfred Herberich	Agnes Tomlinson	Honor Fouch
1911	Julia Sullivan	Myrtle Schlingman	Eleanor Schmidt	Agnes Tomlinson
1912	Mabel Klein	Lily Theiss	Marjorie France	Elma Haas
1913	Dwight Thornton	George Taylor	Eleanor M. Bowman	Bess Rothenhofer
		Marie Rentschler	Ruth Priest	Marjorie France
		Lily Theiss	Ellery Hoch	Max Morris
		George Taylor	Eleanore M. Bowman	Lily Theiss

In 1914 the Alumni Association discontinued the prize scholarships, but substituted a cash prize of fifty dollars to be awarded to the student of the graduating class who maintained the highest standard of scholarship for the four-year course. The following are the winners of these prizes: 1914, Lily Theiss; 1915, Eleanore M. Bowman; 1916, Rhea Katherine Miller and Eva Pfahl; 1917, Hazel Prestage Sims; 1918, Anna B. Nall; 1919, Joseph C. Osborne; 1920, Nina E. Urmpan.

PENDLETON LAW PRIZE WINNERS

1889-90	First Prize—Eugene Ransom Second Prize—A. C. Coit
1890-1	First Prize—W. B. Baldwin Second Prize—Robert A. Myers
1891-2	First Prize—*Lizzie J. Chaney Second Prize—Equally divided among *Edith J. Claypole, Agnes M. Claypole, A. V. Cannon
1892-3	First Prize—E. S. Seidman Second Prize—*Robert J. Osborne
1893-4	First Prize—J. H. Simpson Second Prize—Cora A. Allen
1894-5	First Prize—Clark S. Hovey Second Prize—Lulu E. Parker
1895-6	First Prize—Arthur Foster Second Prize—Chambers Underwood

ORATORICAL CONTEST WINNERS

	Place in state Contest		Place in state Contest
1877	*Newton Chisnell	1896	No representative
1878	*H. W. Baird	1897	A. I. Spanton
1879	*Wm. H. Jones	1898	?
1880	*Agnes Kuleman	1899	*Edson Robinson
1886	E. C. Page	1900	Archie Eves
1887	*Mary D. Sibley	1901	*Edson Robinson
1888	E. F. Cone	1902	C. C. Carlton
1889	E. F. Cone	1903	C. C. Carlton
1890	†Robert Tucker	1904	No representative
1891	Carl F. Henry	1905	Lucretia Hemington ...
1892	L. F. Lybarger	1906	H. E. Simmons
1893	B. D. Myers	1907	Carl Myers
1894	Lulu Parker	1908	No contest
1895	Eben Mumford	1909	Withdrew

†Third place in the Inter-State Contest.

TOMLINSON PRIZE WINNERS

1915	First Prize—Rhea Kathryn Miller Second Prize—David Darrah
1916	First Prize—Josephine Cushman Second Prize—Grace Lienhard
1917	First Prize—David Darrah Second Prize—(No prize awarded)
1918	First Prize—Marion Snyder Second Prize—Leona Kohn
1919	First Prize—James Weeks Second Prize—Oscar Hunsicker
1920	None awarded

ATHLETIC SCORES

1873

BASEBALL

LINEUP	GAMES
Cooper	Catcher Buchtel 24; Reserve 25
Knight	Pitcher Buchtel 8; Kenyon 21
Lewis	First Base Buchtel 38; Wooster 20
Murphy	Second Base Buchtel 26; Cuyahoga Falls 35
Paine, Carey	Third Base Buchtel 15; Akron 28
Guy	Short Stop There were two clubs, each with a
G. Howard	Left Field first and second team.
A. Howard	Right Field
W. Buchtel	Center Field
Subs: Pumphrey, Forbes, Hutchinson, Brown.	

1874

BASEBALL

TEAM: Lewis, Paine, Howard, Guy, Voris, Weaver, Kellogg, and McSparren.

Buchtel 8; Reserve 23

1876

BASEBALL

Buchtel 4; Reserve 39

1877

BASEBALL

Buchtel 1; Reserve 21

1878

BASEBALL

TEAM: Guthrie, Wise, Miller, Chapman, Randall, Weeks, I. Tomlinson, Whitmore, and Dale.

Buchtel 8; Wooster 18

1879

BASEBALL

LINEUP	GAMES
Pardee	Catcher Buchtel 29; Wadsworth 14
Kerr, Weeks, Brittain	Pitchers Buchtel 1; Reserve 23
Foote	First Base Buchtel 22; Wooster 6
Thompson	Second Base Buchtel 5; Mt. Union 0
Wilhelm, Carter	Third Base Buchtel 4; Reserve 17
Grandin, Seiberling	Short Stop Buchtel 6; Wooster 12
Miller	Left Field Buchtel 6; Reserve 7
Southmayd, Apt, Voris	Right Field
Bettes	Center Field

FIFTY YEARS OF BUCHTEL

1880
BASEBALL

LINEUP	GAMES
P. MillerCatcher	Buchtel 6; Tallmadge 3
J. GuthriePitcher	Buchtel 23; Cuyahoga Falls 5
S. B. RiceFirst Base	Buchtel 21; Wadsworth 3
V. TomlinsonSecond Base	
G. WhitmoreThird Base	
C. C. WyandtShort Stop	
I. TomlinsonLeft Field	
V. TomlinsonRight Field	
D. TwiggsCenter Field	

1882
BASEBALL

LINEUP	GAMES
PardeeCatcher	Buchtel 1; Reserve 23
Campbell, Kerr (capt.)Pitchers	Buchtel 5; Wooster 7
Apt, Southmayd, FooteFirst Base	Buchtel 6; Young Akron 8
Bettes, Jacobs, ThompsonSecond Base	Buchtel 6; Reserve 7
WilhelmThird Base	Buchtel 6; Wooster 12
Thompson, Williams, WeeksShort Stop	Buchtel 22; Wooster 6
Slade, MillerLeft Field	
Pierce, Kohler, VorisRight Field	
Thomas, BettesCenter Field	

1884
BASEBALL

LINEUP	GAMES
PardeeCatcher	Buchtel 11; Mt. Union 22
Weeks, Pierce, ParkerPitchers	Buchtel 11; Buckeyes 11
KohlerFirst Base	Buchtel 5; Buckeyes 11
Pierce, ChaseSecond Base	
GrandinThird Base	
Briggs, WeeksShort Stop	
Miller, LaughlinLeft Field	
L. ThomasRight Field	
TaylorCenter Field	

1887
BASEBALL

LINEUP			
PardeePitcher	StuartShort Stop		
S. PierceCatcher	J. PierceLeft Field		
KohlerFirst Base	ThompsonRight Field		
BettesSecond Base	WagnerCenter Field		
ThomasThird Base			

1890
BASEBALL

LINEUP	GAMES
MyersCatcher	Buchtel 3; Kenyon 10
L. Briggs (mgr.)Pitcher	Buchtel 3; Kenyon 15
C. Kolbe, TracyFirst Base	Buchtel 7; Wooster 5
Coit (capt.), BeckSecond Base	Buchtel 0; Denison 10
Mayer, FisherThird Base	Buchtel 6; O. S. U. 7
McLean, Welsh, TaylorLeft Field	Buchtel 5; Kenyon 1
CampbellRight Field	Buchtel 0; Denison 12
Conkle, MigninCenter Field	Buchtel 4; O. S. U. 10
	Buchtel 2; Werners 1

1891
BASEBALL

LINEUP		GAMES	
Brownell	Catcher	Buchtel	16; Akron 2
L. Briggs	Pitcher	Buchtel	8; Wooster 11
McLean, Tilton	First Base	Buchtel	9; Wooster 7
Myers	Second Base	Buchtel	9; Kenyon 11
Cassidy	Third Base	Buchtel	6; Denison 3
Mignin, Brown	Short Stop	Buchtel	4; O. S. U. 0
Welsh	Left Field	Buchtel	4; O. S. U. 5
Campbell, Sichley	Right Field		
Clark	Center Field		

FOOTBALL

LINEUP		GAMES	
Webster, Fry	Left End	Buchtel	6; Reserve 22
Osborne	Left Tackle	Buchtel	0; Kenyon 42
Putt	Left Guard	Buchtel	0; Case 42
McKnight	Center	Buchtel	0; O. S. U. 4
Coe	Right Guard		
Meade	Right Tackle		
Weeks (capt.)	Right End		
Eddy	Quarter		
McLean, Kingsbury	Left Half Backs		
Campbell	Right Half Back		
Welsh, Clark, Hardin, Mignin	Full Back		

1892
BASEBALL

LINEUP		GAMES	
Brownell	Catcher	Buchtel	7; Rubber Works 9
Clark	Pitcher	Buchtel	11; Hiram 15
McLean, Brown	First Base	Buchtel	6; Case 11 (12 innings)
Miller	Second Base	Buchtel	4; Denison 5 (10 innings)
Campbell	Third Base	Buchtel	8; Kenyon 8 (12 innings)
Cassidy	Short Stop	Buchtel	...; Reserve ...
Thursby	Left Field	Buchtel	...; Allegheny ...
Mignin	Right Field	Buchtel	...; Reserve ...
Hardin	Center Field	Buchtel	4; Denison 5
		Buchtel	3; O. S. U. 7
		Buchtel	3; Kenyon 2
		Buchtel	4; O. S. U. 7

FOOTBALL

LINEUP		GAMES	
Webster, Benedict	Left End	Buchtel	9; Case 14
Wise, Steigmeyer	Left Tackle	Buchtel	0; Kenyon 52
Taylor	Left Guard	Buchtel	0; O. S. U. 62
Coe, McKnight	Center	Buchtel	0; Reserve 52
Putt	Right Guard	Buchtel	4; Denison 0
Keller	Right Tackle	Buchtel	26; Akron Athletic Club 0
McLean (capt.), Loudenback	Right End	Buchtel	30; Hiram 0
Hardin	Quarter		
Johnson, Fisher, Kingsbury	Half Backs		
Mignin	Full Back		

1893
BASEBALL

LINEUP	GAMES
Brownell	Catcher
Gardner, Saylor, Clark	Pitchers
Clark, Gardner, McLean, Brown	First Base
Gardner, Saylor	Second Base
Cassidy (capt.), Lodwick	Third Base
Cassidy, Lodwick	Short Stop
Johnson, Simpson	Left Field
Fisher	Right Field
Miller	Center Field
	Buchtel 2; Werners 6
	Buchtel 15; Werners 3
	Buchtel 23; Werners 0
	Buchtel 9; Case 3
	Buchtel 4; Oberlin 4
	Buchtel 6; Akron 7
	Buchtel 13; Akron 12
	Buchtel 13; Akron 10
	Buchtel 11; Hiram 0
	Buchtel 4; O. S. U. 9
	Buchtel 1; Denison 14
	Buchtel 10; Kenyon 12
	Buchtel 16; Case 7
	Buchtel 9; Kenyon 0*
	Buchtel 21; Wadsworth 1
	Buchtel 23; Werners 3
	Buchtel 7; Denison 12
	Buchtel 3; Akron 10
	Buchtel 3; Cleveland 6

*Forfeited. Kenyon objected to the
umpire's decisions.

FOOTBALL

LINEUP	GAMES
Webster (capt.)	Left End
Yerrick	Left Tackle
Wise, Taylor	Left Guard
Putt	Center
McKnight	Right Guard
Taylor, Wise	Right Tackle
Loudenback	Right End
Calmer, Donovan, Mitchell	Right Half
Gardner	Left Half
Fisher	Full Back
Hardin	Manager

1894

BASEBALL

LINEUP	GAMES
Fisher	Catcher
Hines, Clark	Pitchers
Hallinan	First Base
Lodwick, Cassidy	Second Base
Brownell, Cassidy	Third Base
Johnson, Thrasher	Short Stop
Loudenback, Cranz, Hamlin	Left Field
Simpson	Right Field
Clark, Canfield	Center Field
	Buchtel 6; Canton 7
	Buchtel 19; Hiram 6
	Buchtel 6; Canton 9
	Buchtel 15; Canton 0
	Buchtel 5; Akron 12
	Buchtel 11; Hiram 10
	Buchtel 12; Reserve 8
	Buchtel 16; Akron 3
	Buchtel 8; Allegheny 1
	Buchtel 13; Allegheny 10
	Buchtel 10; Allegheny 11
	Buchtel 30; Canton 5
	Buchtel 0; Cleveland 2

FOOTBALL

LINEUP

GAMES

Webster	Left End	Buchtel 12; O. S. U. 6
Cooke	Left Tackle	
D. Taylor	Left Guard	
C. Taylor	Center	
McKnight	Right Guard	
Wise	Right Tackle	
Loudenback	Right End	
Heisman	Quarter	
Johnson	Left Half	
Stewart	Right Half	
Fisher (capt.)	Full Back	

1895

BASEBALL

LINEUP

GAMES

Brownell	Catcher	Buchtel 7; Old Leaguers 15
Wylie, Cranz, Fedderson, Conway	Pitchers	Buchtel 13; Canton 21
Newberry, Halbinan	First Base	Buchtel 8; Case 7
Canfield, Cain, Loderick	Second Base	Buchtel 9; Baldwin-Wallace 10
Rabe, Gerehan, Cule, Cassidy	Third Base	Buchtel 4; Cleveland A. C. 9
Johnson	Short Stop	
Wilson, Russell	Left Field	
Clifford, Stevenson	Right Field	
Smith, Thrasher	Center Field	

FOOTBALL

LINEUP

GAMES

Barnhardt, Whitsell	Left End	Buchtel 6; O. S. U. 14
Johnson, Donovan	Left Tackle	Buchtel 0; Baldwin-Wallace 48
Laub, Johnson	Left Guard	Buchtel 22; Massillon 0
Eves	Center	
Kapp	Right Guard	
Camp, Lott	Right Tackle	
F. Rockwell	Right End	
Wilson	Quarter	
Evans	Left Half	
Werner	Right Half	
Leacock, Watters	Full Back	

1897

BASEBALL

LINEUP

GAMES

F. Metzger	Catcher	Buchtel 5; Akron 27
M. Metzger	Pitcher	Buchtel 13; Werners 4
Inman	First Base	Buchtel 7; Mogadore 13
Smith	Second Base	Buchtel 8; Orioles 7
Maloney	Third Base	
Kromer	Short Stop	
F. Rockwell	Left Field	
Johnson	Right Field	
Eves	Center Field	

1899

BASEBALL

LINEUP

		GAMES
Metzger	Catcher	Buchtel 15; High School 2
Orin, Eves, Fassnacht	Pitchers	Buchtel 3; Case 19
Brown	First Base	Buchtel 2; Allegheny 12
Allen, Lee	Second Base	
White, McChesney,		
Kromer	Third Base	
Price	Short Stop	
Hoisington	Left Field	
Cline, Frank	Right Field	
F. Rockwell, Eves	Center Field	

FOOTBALL

LINEUP

		GAMES
Hardy	Left End	Buchtel 10; Y. M. C. A. 0
F. Rockwell	Left Tackle	Buchtel 11; Baldwin-Wallace 0
Ross	Left Guard	Buchtel 5; Mt. Union 11
Trachsel	Center	
Sharpe	Right Guard	
Herndon, Cook	Right Tackle	
Smith	Right End	
Mihills	Quarter	
Robinson (mgr.)	Left Half	
Price (capt.)	Right Half	
Eves	Full Back	

1900

FOOTBALL

LINEUP

		GAMES
F. Rockwell, Barnhardt	Left End	Buchtel 0; Case 0
Evans	Left Tackle	Buchtel 0; Oberlin 33
Trachsel	Left Guard	Buchtel 28; Mt. Union 5
Eves, Cook	Center	Buchtel 0; W. U. Penn 17
Sharpe	Right Guard	Buchtel 6; Kenyon 11
Barnhardt, Eves,		Buchtel 21; Kirkwoods 0
F. Rockwell	Right Tackle	
Washer	Right End	
Mihills	Quarter	
Robinson, Price, Lake	Left Half	
Arbogast, Easton, Cushman..	Right Half	
Polsky	Full Back	

1901

BASEBALL

LINEUP

		GAMES
Polsky	Catcher	Buchtel 3; Reserve 9
Washer	Pitcher	Buchtel 18; Actual Business College 7
Williamson, Brown	First Base	Buchtel 8; Hiram 20
Orin	Second Base	Buchtel 4; Mt. Union 13
Reid	Third Base	Buchtel 8; Wooster 5
Price	Short Stop	Buchtel 2; Hiram 8
Cushman	Left Field	Buchtel 7; Reserve 1
Moore	Right Field	Buchtel 5; Mt. Union 7
Huber	Center Field	Buchtel 4; Wooster 5

TENNIS

At Wooster, May 24, 1901

SINGLES			
Weld	6	6	Henry
Myers	1	1	Kolbe
DOUBLES			
Hills-Lucas	4	6	6
Kolbe-Myers	6	4	3
	7	0	

1902
FOOTBALL

LINEUP		GAMES	
Doyle, Crist, Durr, Krager	Left End	Buchtel	0; Mt. Union 21
Ross	Left Tackle	Buchtel	6; Allegheny 23
Swanson	Left Guard	Buchtel	11; Bethany 6
Gayer	Center	Buchtel	0; Wooster 56
H. Knight	Right Guard	Buchtel	0; Heidelberg 34
Fichterhorne	Right Tackle	Buchtel	17; Hiram 6
M. Knight, Thomas	Right End	Buchtel	0; Heidelberg 17
Mihills (capt.)	Quarter		
Pitkin	Left Half		
Parshall	Right Half		
Weary	Full Back		

BASKETBALL

LINEUP		GAMES	
Washer	Left Guard	Buchtel	9; Mt. Union 120
Rostock, Weary	Right Guard	Buchtel	12; Wooster 48
Swanson	Center	Buchtel	27; College of Physicians and
Zellers	Left Forward		Surgeons 26
Wise, Krager	Right Forward	Buchtel	31; College of Physicians and
			Surgeons 16

BASEBALL

LINEUP		GAMES	
Brown	Catcher	Buchtel	2; Wooster 28
Rowell	Pitcher	Buchtel	10; Hiram 11
Williamson	First Base	Buchtel	0; Mt. Union 17
Cook	Second Base	Buchtel	5; Mt. Union 14
Boden	Third Base		
Weary	Short Stop		
Reynolds	Left Field		
Myers	Right Field		
McChesney	Center Field		

1903
FOOTBALL

LINEUP		GAMES	
H. Knight	Left End	Buchtel	0; Mt. Union 10
Swanson, W. Rockwell	Left Tackle	Buchtel	0; Hiram 33
Rickert	Left Guard		
France	Center		
Carter	Right Guard		
M. Knight	Right Tackle		
Allyn, Koplin	Right End		
Jahant	Quarter		
Crist, Harpham	Right Half		
Brown	Left Half		
Thomas (capt.)	Full Back		

BASKETBALL

LINEUP	GAMES
Chapman Left Forward	Buchtel 11; Mt. Union 38
Parshall Right Forward	Buchtel 9; Wooster 36
Swanson Center	Buchtel 14; Mt. Union 17
H. Knight Left Guard	Buchtel 28; Baldwin-Wallace 12
Weary, Fichthorne, Warner Right Guard	Buchtel 3; Reserve 26 Buchtel 24; Wooster 13 Buchtel 33; East End A. C. 15 Buchtel 26; Byers (Ravenna) 11

BASEBALL

LINEUP	GAMES
Brown Catcher	Buchtel 0; Wooster 18
Chapman Pitcher	Buchtel 1; Hiram 12
Rowell First Base	
Mihills Second Base	
Parshall Third Base	
Weary Short Stop	
Crist Left Field	
Spangler Right Field	
Miller Center Field	

1904

BASEBALL

LINEUP	GAMES
Simmons Catcher	Buchtel 2; Mt. Union 26
Chapman Pitcher	Buchtel 0; Wooster 15
Smith First Base	Buchtel 3; Reserve 19
Parshall Second Base	Buchtel 0; Hiram 13
Reynolds Third Base	Buchtel 9; Mt. Union 10
Welsh Short Stop	Buchtel 8; Alumni 5
Crist Left Field	
Spangler Right Field	
Brown Center Field	
Brenizer Manager	

BASKETBALL

LINEUP	GAMES
Parshall (capt.) Left Forward	Buchtel 34; Baldwin-Wallace 5
Chapman Right Forward	Buchtel 13; Byers 16
Swanson Center	Buchtel 24; Mt. Union 28
H. Knight Left Guard	Buchtel 18; Mt. Union 19
Harpham Right Guard	Buchtel 20; Reserve 21 Buchtel 31; Reserve 45 Buchtel 20; Case 27 Buchtel 49; Wooster 20 Buchtel 45; Kenyon 9 Buchtel 13; Byers 32

1905
BASKETBALL

LINEUP**GAMES**

Parshall	Left Forward	Buchtel 58; Baldwin-Wallace 14
Jahant	Right Forward	Buchtel 40; Ashland 18
Chapman	Center	Buchtel 55; Ashland 23
H. Knight (capt.)	Left Guard	Buchtel 26; Reserve 34
Harpham	Right Guard	Buchtel 18; Oberlin 50
		Buchtel 31; U. of W. Va. 25
		Buchtel 27; Oberlin 41
		Buchtel 42; Hiram 29
		Buchtel 54; U. of Ind. 24
		Buchtel 45; Reserve 18
		Buchtel 30; Mt. Union 24
		Buchtel 24; Canton 33
		Buchtel 17; Mt. Union 23

BASEBALL**LINEUP****GAMES**

Simmons	Catcher	Buchtel 4; Hiram 3
Russ	Pitcher	Buchtel 1; Reserve 9
Smith	First Base	Buchtel 15; Alumni 2
Parshall	Second Base	
Chapman, Reynolds	Third Base	
Welsh	Short Stop	
Crist	Left Field	
Goehring, Iredell	Right Field	
Reynolds, Goehring	Center Field	

TRACK

High man—Goehring, 27 points. Meet won by the Class of 1908, 52 points.
 100 yds.—Goehring, time, 10 $\frac{3}{4}$ seconds.
 High Jump—Carnahan, height, 5 ft.
 Hammer—Chapman, distance, 97 ft.
 Shot—Goehring, distance, 38 ft. 3 in.
 220 Hurdles—Lang, time, 32 seconds.
 220 Dash—Goehring, time, 23 $\frac{1}{2}$ seconds.
 Running Broad—Myers, distance, 17 ft. 9 in.
 Half Mile—Goehring.

NO FOOTBALL TEAM THIS FALL**1906****BASKETBALL****LINEUP****GAMES**

Jahant	Left Forward	Buchtel 35; Baldwin-Wallace 18
H. Smith	Right Forward	Buchtel 22; Ravenna 21
Carnahan	Center	Buchtel 40; Ravenna 27
H. Knight	Left Guard	Buchtel 14; Allegheny 27
Iredell	Right Guard	Buchtel 12; Baldwin-Wallace 33
		Buchtel 39; Kenyon 6
		Buchtel 17; O. S. U. 20
		Buchtel 10; Mt. Union 17
		Buchtel 42; Mt. Union 3
		Buchtel 23; Allegheny 34
		Buchtel 11; Hiram 37
		Buchtel 12; Reserve 27
		Buchtel 40; Hiram 10

BASEBALL

LINEUP		GAMES
Simmons (capt.)	Catcher	Buchtel 7; Mt. Union 5
Stebbins	Pitcher	Buchtel 7; Hiram 10
H. Smith	First Base	Buchtel 3; Case 19
Heacock	Second Base	
Mars	Third Base	
Welch	Short Stop	
Goehring	Left Field	
Clevenger	Right Field	
Myers	Center Field	

1907

BASKETBALL

LINEUP		GAMES
Jahant (capt.)	Right Forward	Buchtel 27; Byers 35
H. Smith, Welch	Left Forward	Buchtel 36; Yale 30
Carnahan, Feudner	Center	Buchtel 42; Ashland 20
Harpham	Right Guard	Buchtel 38; Ohio Medics 9
Iredell	Left Guard	Buchtel 28; Mt. Union 21
		Buchtel 22; O. S. U. 26
		Buchtel 38; Haskell Indians 26

BASEBALL

LINEUP		GAMES
Moore	Catcher	Buchtel 10; Baldwin-Wallace 14
D. Smith	Pitcher	Buchtel 5; Oberlin 6
H. Smith	First Base	Buchtel 0; Case 7
V. Read	Second Base	Buchtel 12; Baldwin-Wallace 3
Belden	Third Base	Buchtel 0; Case 7
M. Read	Short Stop	
Iredell	Left Field	
Clevenger	Right Field	
Myers	Center Field	

1908

BASKETBALL

LINEUP		GAMES
Jahant	Left Forward	Buchtel 28; Yale 32
H. Smith	Right Forward	Buchtel 76; Ashland 8
Williams	Center	Buchtel 33; Wooster 24
Iredell	Left Guard	Buchtel 21; Reserve 24
V. Read	Right Guard	Buchtel 23; Mt. Union 34
		Buchtel 17; Wooster 44

BASEBALL

LINEUP		GAMES
H. Smith (capt.), Williams	Catcher	Buchtel 4; Baldwin-Wallace 10
Belden, Sisler	Pitcher	Buchtel 4; Baldwin-Wallace 8
Dobson, Williams	First Base	Buchtel 6; Hiram 1
V. Read, Iredell	Second Base	
Fouch	Third Base	
Alderfer, Belden	Short Stop	
Iredell	Left Field	
Halinan	Right Field	
Myers, Goehring	Center Field	

FOOTBALL

LINEUP	GAMES
Jahant, McGarry	Left End
V. Read	Left Tackle
Costigan, Moore	Left Guard
Gulick	Center
Conrad	Right Guard
Fuchs (capt.)	Right Tackle
Kelley, Dutt	Right End
Dobson, Williams	Quarter
Belden	Left Half
Reese	Right Half
Williams, Kelley, Carter	Full Back

1909

BASKETBALL

LINEUP	GAMES
Jahant, Sisler	Left Forward
Risch, Cruickshank	Right Forward
V. Read, Moore	Center
Iredell (capt.)	Left Guard
Williams, Hotchkiss	Right Guard
	Buchtel 54; Baldwin-Wallace 11
	Buchtel 58; St. Ignatius 10
	Buchtel 22; U. of Penn. 30
	Buchtel 15; Wooster 23
	Buchtel 14; Canton 36
	Buchtel 15; Baldwin-Wallace 10
	Buchtel 33; Kenyon 22
	Buchtel 17; Wooster 19
	Buchtel 29; Reserve 33
	Buchtel 13; Allegheny 44
	Buchtel 13; Rochester 37
	Buchtel 30; Denison 19
	Buchtel 54; Mt. Union 13

BASEBALL

LINEUP	GAMES
Moore	Catcher
Sisler, Roetzel	Pitcher
Williams	First Base
Belden	Second Base
Fouch	Third Base
Roetzel	Short Stop
Iredell	Left Field
V. Read, Gilchrist	Right Field
Alderfer, Franks	Center Field

FOOTBALL

LINEUP	GAMES
Fleming, V. Read	Left End
Zimmerman, Moore	Left Tackle
Costigan	Left Guard
Gulick	Center
Moore, Conrad	Right Guard
Brainard	Right Tackle
Dutt	Right End
Grimm	Quarter
Boone	Left Half
Risch	Right Half
Belden, Bethel, Jackson	Full
	Buchtel 0; Reserve 24
	Buchtel 0; Mt. Union 24
	Buchtel 5; Allegheny 0
	Buchtel 11; Hiram 0
	Buchtel 0; Mt. Union 11
	Buchtel 6; Findlay 0
	Buchtel 8; Hiram 10

1910
BASKETBALL

LINEUP

Cruickshank	Left Forward
Risch (capt.), Bethel,	
Grimm	Right Forward
Zimmerman, Jackson	Center
Sisler, Jackson, Gulick.....	Left Guard
Schultz, Sisler	Right Guard

GAMES

Buchtel 29;	Wesleyan Medics 17
Buchtel 14;	Ohio Wesleyan 17
Buchtel 22;	Baldwin-Wallace 12
Buchtel 21;	Wooster 27
Buchtel 34;	All Stars 20
Buchtel 25;	Kenyon 23
Buchtel 31;	Baldwin-Wallace 17
Buchtel 14;	Wooster 27

BASEBALL**LINEUP**

Zimmerman	Catcher
Grimm, Sisler	Pitcher
Alderfer	First Base
Fouch	Second Base
Shipman, Grimm	Third Base
Hollinger	Short Stop
Manthey, Jackson	Left Field
Pomeroy, Keys	Right Field
Burnham	Center Field

GAMES

Buchtel 0;	Hiram 6
Buchtel 1;	Oberlin 2
Buchtel 1;	St. Ignatius 4
Buchtel 1;	Hiram 2
Buchtel 6;	Ignatius 5
Buchtel 1;	Case 2
Buchtel 11;	Baldwin-Wallace 2

FOOTBALL**LINEUP**

Wilhoyt	Left End
Costigan	Left Tackle
Zimmerman	Left Guard
Selby	Center
Scott	Right Guard
Conrad	Right Tackle
Grimm	Right End
C. Weeks	Quarter
Criss	Left Half
Akers	Right Half
Jackson	Full

GAMES

Buchtel 0;	Reserve 7
Buchtel 3;	Oberlin 0
Buchtel 31;	Wooster 0
Buchtel 40;	Hiram 0
Buchtel 0;	Notre Dame 51
Buchtel 5;	Mt. Union 3
Buchtel 23;	Heidelberg 5
Buchtel 12;	Allegheny 6
Buchtel 22;	Marietta 11

1911
BASKETBALL

LINEUP

Criss	Left Forward
Wilson	Right Forward
Wilhoyt	Center
Zimmerman	Left Guard
Sisler	Right Guard

GAMES

Buchtel 44;	Baldwin-Wallace 26
Buchtel 27;	Ohio Wesleyan 24
Buchtel 23;	Cleveland Y. M. C. A. 43
Buchtel 20;	Allegheny 47
Buchtel 22;	Wooster 23
Buchtel 45;	Case All Stars 19
Buchtel 39;	Heidelberg 27
Buchtel 41;	Pittsburgh 15
Buchtel 37;	Denison 18
Buchtel 33;	Marietta 22
Buchtel 16;	Mt. Union 21
Buchtel 34;	Kenyon 15

BASEBALL

LINEUP	GAMES
Zimmerman	Catcher
Sisler	Pitcher
Jackson	First Base
Wilson	Second Base
Sidnell	Third Base
Grimm	Short Stop
Head	Left Field
Ewart	Right Field
Foltz, Gilbert	Center Field

FOOTBALL

LINEUP	GAMES
Charles Criss	Right End
Guy Zimmerman	Right Tackle
Peter Vittel	Right Guard
Ralph Waldsmith	Center
Farlin Hockensmith	Left Guard
Charles Costigan	Left Tackle
John Grimm	Left End
Ernest Adams	Quarter Back
Albert Sidnell	Right Halfback
Arthur Bethel	Left Halfback
Leo Jackson	Fullback
Church, Gilbert, Whigam,	
Thomas	Substitutes

1912

BASKETBALL

LINEUP	GAMES
Criss	Left Forward
Wilson	Right Forward
Zimmerman	Center
Barnette	Right Guard
Jackson	Left Guard
Church, Sisler	Substitutes

BASEBALL

LINEUP	GAMES
J. Thomas	First Base
Grimm	Short Stop
G. Bruner	Right Field
Adams	Third Base
Sisler	Left Field
Sidnell	Pitcher
Jackson	Second Base
Zimmerman	Catcher
Wright	Center Field
Moulton, P. Crisp	Substitutes

FOOTBALL

LINEUP	GAMES
Criss	Right End
Yackee	Right Tackle
Vittel	Right Guard
Waldsmith	Center
Hockensmith	Left Guard
P. Crisp	Left Tackle
Grimm	Left End
Adams	Quarter
C. Palmer	Right Half
Ranney	Left Half
Zimmerman	Full Back
J. Thomas, G. Bruner, Church	Substitutes

1913

BASKETBALL

LINEUP	GAMES
Frese	Right Forward
C. Palmer	Left Forward
Zimmerman	Center
Foltz	Right Guard
Barnette	Left Guard
	Buchtel 21; Ohio State 19
	Buchtel 36; Kenyon 19
	Buchtel 36; Reserve 12
	Buchtel 30; Ohio University 12
	Buchtel 22; Otterbein University 20
	Buchtel 35; Michigan State University 30
	Buchtel 20; Ohio Wesleyan 28
	Buchtel 44; Marietta 17

BASEBALL

LINEUP	GAMES
Frese	Short Stop
G. Bruner	Center Field
Sidnell	Pitcher
J. Thomas	First Base
Adams	Third Base
Zimmerman	Center Field
Grimm	Second Base
Sickler	Left Field
C. Palmer	Right Field
R. Taylor, Watters, Moutes, Conger	Substitutes
	Buchtel 9; Ohio State 8
	Buchtel 2; Carnegie Tech. 5
	Buchtel 5; Muskingum 3
	Buchtel 3; Reserve 1
	Buchtel 2; Case 3
	Buchtel 5; Chinese University of Hon- olulu 10
	Buchtel 5; Carnegie Tech. 8

FOOTBALL

LINEUP	GAMES
Johnson	Left End
P. Crisp	Left Tackle
Foltz, Sours	Left Guard
Waldsmith	Center
Yackee	Right Guard
Driesbach	Right Tackle
Eberhardt	Right End
C. Palmer	Quarter Back
Ranney, Sidnell	Left Halfback
Ross	Right Halfback
Swinehart, Sidnell	Fullback
W. Smith, C. Weeks, Watters, Stansfield, Crawford	Substitutes

1914
BASKETBALL

LINEUP	GAMES
C. Palmer	Left Forward
Stansfield	Right Forward
J. Knowlton	Center
Driesbach	Left Guard
Davis	Right Guard
Mertz, Rood	Substitutes
	Akron 20; Chicago University 24
	Akron 43; Kenyon 26
	Akron 10; Ohio State 44
	Akron 22; Ohio Wesleyan 20
	Akron 33; Wooster 26
	Akron 13; Hiram 26
	Akron 25; Reserve 18
	Akron 13; Rochester 39
	Akron 16; Otterbein 13
	Akron 30; Michigan Aggies 45
	Akron 23; Allegheny 35
	Akron 24; Marietta 20

FOOTBALL

LINEUP	GAMES
Ranney	Left End
P. Crisp	Left Tackle
Foltz	Left Guard
Sours	Center
W. Smith	Right End
Driesbach	Right Tackle
Yackee, Johnson	Right Guard
C. Palmer	Quarter Back
C. Weeks	Full Back
Stansfield, G. Bruner	Left Half
Ross	Right Half
	Akron 7; Case 0
	Akron 13; Wooster 0
	Akron 7; Marietta 13
	Akron 3; Allegheny 3
	Akron 13; Kenyon 0
	Akron 6; Michigan Aggies 75
	Akron 47; Wittenberg 3
	Akron 33; Freshmen 0
	Akron 6; Reserve 13
	Akron 20; Culver 27

1915
BASKETBALL

LINEUP	GAMES
C. Palmer	Left Forward
J. Knowlton, Stansfield	Right Forward
C. Weeks	Center
P. Crisp	Right Guard
Smith	Left Guard
	Akron 24; Wooster 18
	Akron 19; Kenyon 30
	Akron 25; Case 23
	Akron 19; Hiram 35
	Akron 21; Mt. Union 33
	Akron 31; Wooster 34
	Akron 16; Cincinnati 32
	Akron 14; Miami 38
	Akron 12; Ohio Wesleyan 40
	Akron 14; Wittenberg 39
	Akron 22; Baldwin-Wallace 44
	Akron 18; Reserve 24

BASEBALL

LINEUP	GAMES
Ross	Pitcher
C. Palmer	Catcher
P. Crisp	First Base
R. Taylor	Second Base
Crawford	Third Base
Shea	Short Stop
Moutes	Left Field
G. Bruner	Center Field
F. Kittelberger	Right Field
Ross, Kneale, Fosnight	Substitutes
	Akron 13; Denison 3
	Akron 1; Reserve 6
	Akron 5; Mt. Union 4
	Akron 12; Case 10
	Akron 1; Oberlin 9
	Akron 6; Kenyon 0

FOOTBALL

LINEUP	GAMES
Fosnight	Left End
P. Crisp	Left Tackle
Sours	Left Guard
W. Crisp	Center
Yackee	Right Guard
Driesbach	Right Tackle
Swinehart	Right End
Tomkinson	Quarter Back
Stansfield	Left Half
Crawford	Right Half
Rogers	Full Back
C. Palmer, J. Knowlton, Azar, Bevington	Substitutes

1916

BASKETBALL

LINEUP	GAMES
J. Knowlton	Left Forward
F. Kittelberger	Right Forward
Tomkinson	Center
W. Smith	Left Guard
Driesbach	Right Guard
Shea, Boedicker, Rouse, C. Pfahl, Stansfield	Substitutes

BASEBALL

LINEUP	GAMES
Green, Sours	Catcher
Rogers	Pitcher
M. Snyder	First Base
Shea	Second Base
Sickler	Short Stop
Tomkinson	Third Base
Boedicker	Left Field
Crawford	Center Field
F. Kittelberger	Right Field
Roth, Earle	Substitutes

TRACK

TEAM: Richardson, Crawford, J. Knowlton, Joel, Swinehart, Converse, Driesbach, Gillen, Mitchell, C. Pfahl, Rowse, Shaffer.

RESULTS

Akron 47; Mt. Union 48
Akron 39; Baldwin-Wallace 96

CROSS COUNTRY: Shaffer, Christy, Converse, F. Kittelberger, Rowse.

RESULTS

Akron 39; Wooster 16
Akron 40; Oberlin 15

FOOTBALL

LINEUP

GAMES

Swinehart	Left End	Akron 53; Baldwin-Wallace 0
Rogers	Left Tackle	Akron 7; Wooster 29
Miller	Left Guard	Akron 3; Reserve 14
J. Knowlton	Center	Akron 0; Heidelberg 6
Kuszmaul	Right Guard	Akron 0; Mt. Union 26
Driesbach	Right Tackle	Akron 14; Ohio Northern 7
Bierce	Right End	Akron 6; Denison 34
Tomkinson	Quarter Back	Akron 7; Hiram 34
Stansfield	Left Half	Akron 0; Allegheny 33
Haley	Right Half	
C. Pfahl	Full Back	
Mertz, Vogt, Shea, Boedicker, Richardson, Azar, Whalen, Fish	Substitutes	

1917

BASKETBALL

LINEUP

GAMES

Tomkinson	Left Forward	Akron 36; Alumni 8
F. Kittelberger	Right Forward	Akron 36; Wooster 20
J. Knowlton	Center	Akron 64; Kent Normal 8
Shea	Left Guard	Akron 28; Ohio University 22
Whalen	Right Guard	Akron 32; Denison 23
Wortman, Spicer, Boedicker, Stansfield, Rowse, Kusz- maul, Cable	Substitutes	Akron 46; Ohio University 13 Akron 39; Heidelberg 35 Akron 50; Ohio Northern 19 Akron 39; Wooster 17 Akron 55; Baldwin-Wallace 11 Akron 52; Mt. Union 24 Akron 11; Case 28 Akron 31; Reserve 25 Akron 34; Geneva 24 Akron 28; Grove City 29 Akron 29; Wheeling Y. M. C. A. 21

BASEBALL

LINEUP

GAMES

Boedicker	Outfield	Akron 8; Ohio University 3
Tomkinson	Pitcher, Third Base	Akron 1; Marshall College 8
Bierce	Catcher	Akron 2; Ohio Northern 5
Haley	Second Base	Akron 4; Heidelberg 3
W. Pfahl	Center Field	Akron 0; Wooster 9
Swigart	Short Stop	Akron 14; Case 2
Green	Outfield	Akron 3; Reserve 2
Welker	Third Base	Akron 5; Wooster 8
M. Snyder	First Base	

TRACK

TEAM: J. Knowlton, Richardson, Swinehart, Christy, Rowse, Gillen, Joel, Haley, C. Pfahl, F. Kittelberger, Converse, Shaffer.

CROSS COUNTRY: Rowse, Christy, Joel, Converse, Shaffer, F. Kittelberger.

RESULTS

Oberlin 17; Akron 20

FOOTBALL

LINEUP	GAMES
Tomkinson	Quarter Back
Haley	Half Back
Rogers	Tackle
Bierce	Right End
A. Knowlton, Vogt	Guard
Avery, Boedicker	Center
W. Pfahl	Guard
Close	Left End
Welker	Half Back
	Akron 33; Muskingum 3
	Akron 6; Heidelberg 34
	Akron 33; Reserve 0
	Akron 6; Wooster 7
	Akron 20; Ohio Northern 0
	Akron 20; Mt. Union 0
	Akron 25; Camp Sherman 7
	Akron 0; Allegheny 33

1918

BASKETBALL

LINEUP	GAMES
Whalen	Guard
Tomkinson	Forward
A. Knowlton	Center
Swigart	Guard
Boedicker	Forward
Rowse	Substitute
	Akron 34; Alumni 9
	Akron 45; Hiram 16
	Akron 35; Wooster 16
	Akron 44; Mt. Union 17
	Akron 48; Baldwin-Wallace 13
	Akron 23; Wooster 15
	Akron 50; Ohio Northern 15
	Akron 33; East Liberty Y. M. 43
	Akron 29; Geneva 36
	Akron 34; Grove City 32
	Akron 23; Case 25
	Akron 28; Capital City 18
	Akron 18; Wittenberg 25

TRACK

TEAM: Rowse (captain), Christy, A. Knowlton, Haley, Whalen, Tomkinson, Ellsworth, Bierce, Swigart, Purdy, W. Pfahl, Williams.

RESULTS

Case 71; Akron 60

FOOTBALL

LINEUP	GAMES
Whalen	Right End
Koppas	Right Tackle
Carmichael	Right Guard
Wert	Center
W. Pfahl	Left Guard
Frase	Left Tackle
Koerber	Left End
Swigart, Wise	Quarter Back
Evans	Left Half
Daum	Right Half
Woozley	Full Back
	Akron 39; Muskingum 0
	Akron 0; Wooster 26
	Akron 0; Mt. Union 21
	Akron 30; Baldwin-Wallace 0
	Akron 0; Case 0.

1919
BASKETBALL

LINEUP

		GAMES
A. Knowlton	Center	Akron 35; Hiram 14
Swigart	Right Forward	Akron 41; Kenyon 13
Wentz	Left Forward	Akron 47; Case 15
Whalen	Right Guard	Akron 36; Baldwin-Wallace 14
Haley	Left Guard	Akron 63; Ohio Northern 10
		Akron 32; Mt. Union 31
		Akron 40; Wooster 12
		Akron 21; Denison 14
		Akron 25; Case 19
		Akron 44; Kenyon 21
		Akron 30; Denison 21
		Akron 28; Goodyear 19
		Akron 32; Reserve 21
		Akron 21; Wooster 8

BASEBALL

LINEUP

		GAMES
E. Lancaster	Left Field	Akron 10; Denison 6
W. Pfahl	First Base	Akron 14; Reserve 1
Swigart	Shortstop	Akron vs. Wooster (Cancelled)
Haley	Second Base	Akron 3; Wooster 11
Wentz	Third Base	Akron 8; Heidelberg 9
Whalen	Center Field	Akron 2; Ohio University 12.
Williard	Catcher	
Post	Right Field	
Wortman	Pitcher	
Rogers	Pitcher	
Fosnight	Pitcher	

TRACK

TEAM: Haley, Rowley, Wentz, E. Lancaster, A. Knowlton, W. Knowlton, Post, Purdy, Moore, Shaffer, Swigart, W. Pfahl, Williams.

RESULTS

Akron 73; Goodyear 55
Akron 53; Case 77
Interclass won by Sophomores, '21

FOOTBALL

LINEUP

		GAMES
Daum	Left End	Akron 27; Hiram 0
A. Knowlton	Left Tackle	Akron 33; Baldwin-Wallace 0
Boedicker	Left Guard	Akron 10; Ohio University 6
Wentz	Center	Akron 24; Ohio Northern 0
W. Pfahl	Right Guard	Akron 22; Mt. Union 0
Eckert	Right Tackle	Akron 0; Wooster 19
Bierce	Right End	Akron 17; Reserve 7
Haley	Quarter Back	Akron 6; Case 6
Swigart	Right Half	
C. Pfahl	Full Back	
Whalen	Right Half	
Post	Left Half	
Close	Right End	

1920
BASKETBALL

LINEUP	GAMES
Swigart (capt.)Right Forward	Akron 25; Hiram 11
WentzLeft Forward and Center	Akron 19; Oberlin 16
A. KnowltonCenter	Akron 24; Baldwin-Wallace 13
BoedickerRight Guard	Akron 26; Reserve 15
DaumLeft Guard	Akron 29; Wooster 12
W. KnowltonLeft Forward	Akron 30; Mt. Union 27
	Akron 38; Kenyon 13
	Akron 26; Oberlin 18
	Akron 28; Wittenberg 32
	Akron 20; Wooster 15
	Akron 35; Case 23
	Akron 21; Denison 28
	Akron 24; Wittenberg 19
	Akron 37; Case 22

BASEBALL

LINEUP	GAMES
E. LancasterLeft Field	Akron 16; Case 17
BoedickerCenter Field	Akron 0; Wooster 9
WilliardRight Field	Akron 2; Goodyear 9
W. PfahlFirst Base	
DaumSecond Base	
WentzThird Base	
SwigartShort Stop and Pitcher	
Bierce (capt.)Catcher	
ThornburyPitcher	
H. SnyderPitcher and Short Stop	

TRACK

TEAM: Bierce, Rowley, Hilbush, Lancaster, A. Knowlton, Wentz, Swigart, W. Pfahl, Williams, W. Knowlton, Thornbury, Christy, Daum, Williard, Blower, Moore.

RESULTS
Case 90; Akron 35

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